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ABSTRACT

This document is a collection of reviews of promising and exemplary programs designed to improve student achievement. The programs reviewed represent the five areas that hold particular promise for strengthening students' academic performance: improved instructional strategies in reading, writing, and thinking; and the use of educational partnerships and technology to support and enhance instruction. The reviews focus on Theme E, a project designed to provide a select group of teacher educators and other staff development providers with research and practice-based information about instructional approaches that improve student achievement. The reviews of each of the 63 programs are organized into four sections: needs, description, implementation, and assessment. With the caveat that the lack of assessment information to evaluate the effectiveness of some programs requires additional information on these programs, the reviews aim to meet the need for more specific information on effective instructional programs and practices. One figure listing each program, its primary and secondary focus, and its page number is included. (RS)

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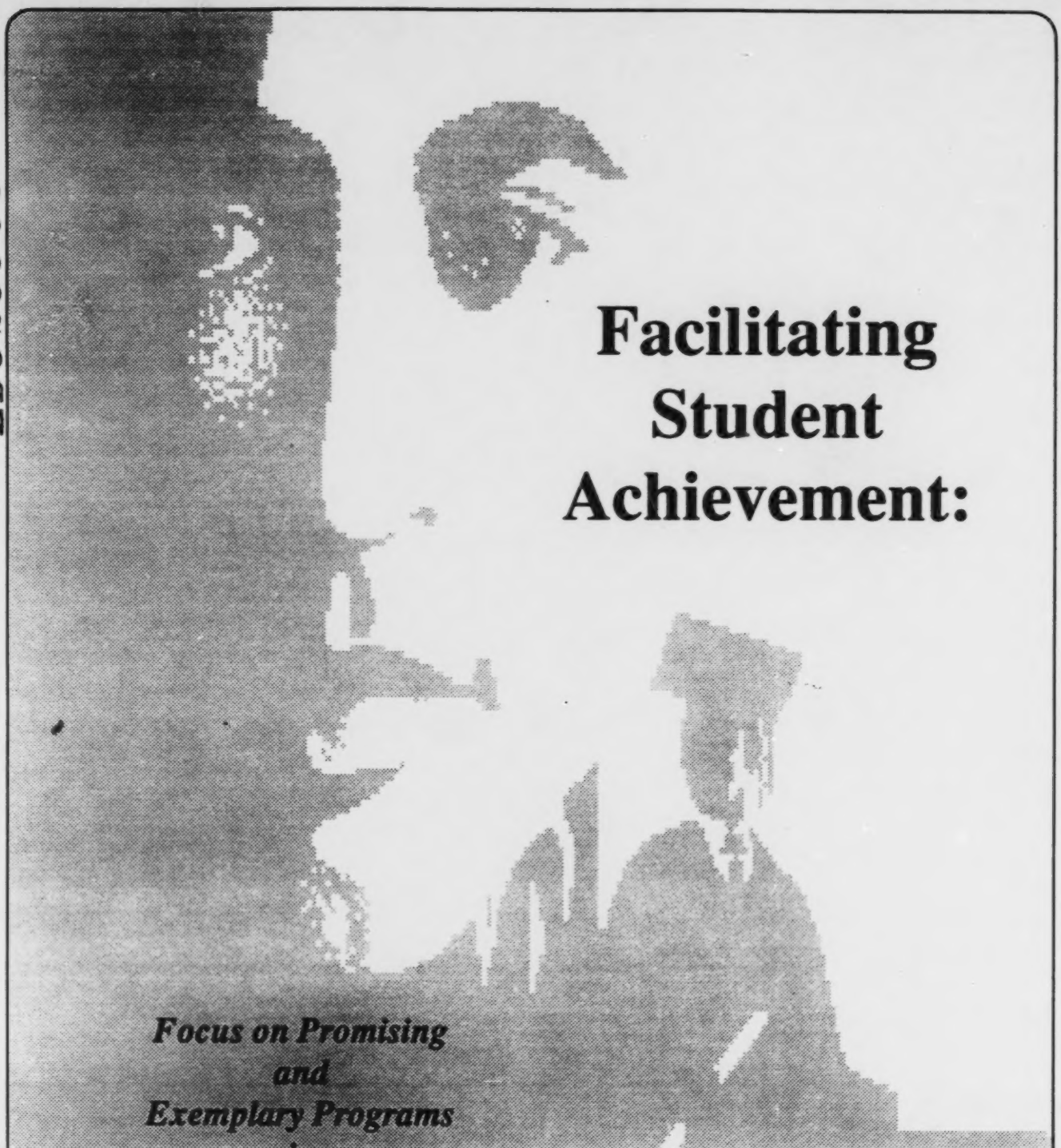

Facilitating Student Achievement:

Focus on Promising and Exemplary Programs in Reading; Writing; Thinking; Partnerships; Technology

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Facilitating Student Achievement:

Focus on Promising and Exemplary Programs in Reading; Writing; Thinking; Partnerships; Technology

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Finally, gratitude is expressed to the many persons who provided SEDL with nominations of promising or exemplary programs. A list of these persons follows and apologies are extended to those who may have nominated programs but are inadvertently not included here.

List of Nominators

Larry Aronstein, Principal, John Glenn Middle School, Bedford, Massachusetts
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Juliet Swieczkowski, Texas Rehabilitation Commission

INTRODUCTION

INTRODUCTION

Facilitating Student Achievement is a collection of promising and exemplary programs designed to improve student achievement. The programs represent five areas that hold particular promise for strengthening students' academic performance: improved instructional strategies in reading, writing, and thinking; and the use of educational partnerships and technology to support and enhance instruction. These five areas were the focus of Theme E, a project sponsored by Southwest Educational Development Laboratory (SEDL). Theme E was designed to provide to its partners, a select group of teacher educators from colleges and universities and other staff development providers in the Southwest Region, with research and practice-based information about instructional approaches that improve student achievement.

This document is intended for these Theme E partners to use in their staff development activities for educators responsible for instructional programs in local schools. *Facilitating Student Achievement* may be used as resource material for the trainer, or it may be distributed intact or in parts to training participants. Either way, the information included should prove valuable to those involved in the task of improving instructional programs. Taken as a whole, the program descriptions support the use of certain instructional strategies through their apparent success in a number of different programs. For example, in teaching writing, the importance of placing a high value on the products of student writing efforts is reinforced repeatedly. The program descriptions can be useful to instructional leaders involved in school planning, as a resource to encourage divergent thinking about alternative approaches available to improve instruction. The descriptions also provide information on a number of commercially available products and how districts adapt these products to meet the particular needs of their students and teachers.

The 63 programs included in this collection were assembled through a nomination process advertised to the entire institutional audience of SEDL, through citations in the current literature, and through suggestions from the U.S. Department of Education and the National Diffusion Network of the U.S. Department of Education's Office of Educational Research and Improvement. SEDL staff reviewed written materials about the programs submitted either through the nomination process or, in the case of programs cited in the literature or by other agencies, through solicitation of written materials. In order for a program to be considered, information was required regarding:

- the major focus of the program, which had to be one of the five areas discussed above,
- identified student needs that led to the development of the program,
- clearly stated goals and objectives related to the needs,
- a description of the major components of the program,
- a description of how the program was implemented, including timelines and resource requirements, and
- an assessment component which that yield information about the program's effects on student achievement.

In addition, each program cited was the subject of an in-depth followup telephone interview. The interview protocol allowed for more

information regarding aspects of the program that were not clearly described in the written materials. Selected programs within the Southwest Region were visited by SEDL staff and/or by Theme E partners. However, because of the large number of programs and limitations on time and travel funds, not all programs received a site review.

The Theme E staff conducted an exhaustive search of the current literature on theory, research, practices, and assessment related to reading, writing, thinking, partnerships, and technology and synthesized this information, which was used as a basis of review for the programs. In addition, the programs were considered in light of proven effectiveness either through a validation process such as that of the National Diffusion Network or similar organizations with proprietary interests in education or through an appropriate independent evaluation. However, it was apparent that the evaluation of the effectiveness of instructional programs continues to be problematic and that many programs that showed promise would have been eliminated if the evaluation criteria were strictly enforced. Therefore, programs lacking strong evaluation components were included if they were strong in other areas such as an emphasis on one of the focus areas. The lack of evaluation information and the lack of site visits for all the programs should be considered a limitation when considering replication of all or part of some of the programs. Additional information from the program or other sources should be sought.

Each program review is organized into a boldfaced synopsis, followed by the name, address, and telephone number of the person to contact for further information. The targeted student audience is identified by grade level and other salient characteristics. The individual reports of programs are organized into four sections:

- the Needs section, indicating specific needs that encouraged development of the program or use of a strategy by a school;
- the Description section, which is a profile of the most important aspects of the program or strategy;
- the Implementation section, which discusses the requisite resources and training required for the program and the costs of replicating the program; and
- the Assessment section, which describes any evaluative data available regarding the program's outcomes and impact.

The programs are categorized according to the five Theme focus areas: (1) reading, (2) writing, (3) thinking, (4) partnerships, and (5) technology. One additional category was developed for programs schoolwide to describe those that were implemented for an entire school. Since many of the more comprehensive programs address more than one area, a secondary focus is also identified. Immediately preceding the program reviews is a chart showing the primary and secondary focus of each program, the grade levels targeted, and the page number on which the program description begins (See Figure 1). The program reviews are organized alphabetically. At the end of the reviews is a detailed index of topics addressed in the program descriptions (See page 203).

With the caveat that the lack of assessment information to evaluate the effectiveness of some programs requires additional information on these programs, this document is presented

with confidence that it meets the need for more specific information on effective instructional programs and practices. It is hoped that SEDL's Theme E partners will find it a useful tool as they assist practitioners in their continuing efforts to improve student achievement. For schools interested in replicating a particular program or strategy, the name of a contact person is provided so that additional information can be obtained.

Figure 1
Exemplary and Promising Programs
Primary Focus: Reading

Program	Grade Levels	Secondary Focus	Page
Andover Integrated Reading Systems - LA	1-4	Writing	11
Basal Reading Instruction and Process Writing - TX	K-5	Writing	13
Basic: A California Demonstration Program in Reading-CA	7-8	Writing	15
Books and Beyond - CA	K-8	Partnerships	23
Chapter 1 Reading-NM	1-9	Technology	31
Cultural Literacy-LA	K-5		49
Keyboarding, Reading, Spelling-UT	1-8	Technology	85
Mt. Vernon TV Reading and Communication-NY	4-8	Technology	117
Open Court's "Hot Teaching"-LA	K-6	Partnerships	125
Program of Educational Enrichment/ Chapter 1-LA	1-6	Technology	137
Reading Education Accountability Design - ID	7-12	Technology	145
Reading Software - TX	K-5	Technology	149
Schuster Elementary - TX	K-6	Partnerships Writing	155
Summer Reading Power Camp-LA	4-7		175
Write into Reading-AR	1	Technology Writing	195

Figure 1
(continued)
Exemplary and Promising Programs
Primary Focus: Writing

Program	Grade Levels	Secondary Focus	Page
Bear Creek's Joint Writing Project - TX	K-5		17
Creative Writing-OK	10-12	Partnerships	41
Fifth Edition-KY	5	Partnerships	55
IBM Writing to Read-NM	1		71
Kenosha Model-WI	K-12	Reading Partnerships	81
New Jersey Writing Project in TX	K-12	Writing	119
Power Writing-OK	1-8		131
Quill: Micro-computer Based Writing Activities-MA	3-8	Technology	141
Squiggles-NM	2-3		165
Student Publishing Program-AR	K-2		171
The Profile Approach to Writing-TX	2-12		187
Thinking and Writing: a Foundation for Expository Writing-OK	2-4	Thinking	189
Whole Language-OK	K-6	Reading	193
Youth Educational Success Program	7-8		199

Figure 1
(continued)
Exemplary and Promising Programs
Primary Focus: Thinking

Program	Grade Levels	Secondary Focus	Page
Critical Analysis and Thinking Skills (CATS)-UT	9-12		45
Higher Order Thinking Skills (HOTS)-NM	K-6	Technology	63
IMPACT: Improve Minimum Proficiencies by Activating Critical Thinking-CA	K-12		73
Institute for Creative Education-NJ	K-12		77
Kids' Interest Discovery Kits-CO	K-8	Reading	91
McRat: Multicultural Reading and Thinking-AR	4-6	Reading Writing	113
Odyssey of the Mind-TX	4-8		123
Springdale High School's School-Within-a-School-AR	9-12		161
Texas Future Problem Solving Program-TX	K-12		183

Figure 1
(continued)
Exemplary and Promising Programs
Primary Focus: Partnerships

Program	Grade Levels	Secondary Focus	Page
Adopt-A-School Program	K-4		5
Adopt-a-School-TX American General's (School/business)	9-12		3
Amoco/Tulsa Public Schools Science Enrichment Program-OK	4-5		7
Be My Guest-AR (School/community)	2-6		21
Career Awareness Program	K-9		27
Communities in Schools-TX (Support and counseling for high-risk students)	K-12		33
Home Instruction Program for Preschool Youngsters (HIPPY)-AR	Pre-K-K		67
Kids' Diner-MD (School/community)	11-12		89
McCormick Elementary-NM (School/business)	K-6		109
Partnerships in Education-OK (School/business)	K-12		127
Partnership Program-LA (High school and elementary students)	K-5		129
Saturday Academy-CT (School/community/parents)	7		151
Step Up to Success (School/business)	9-12		167

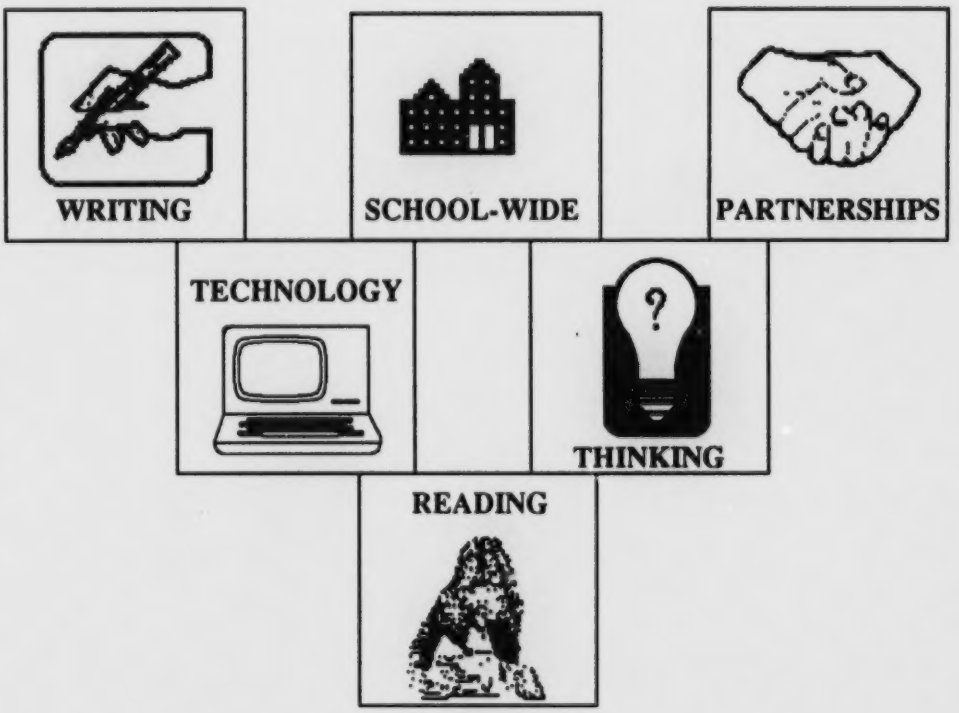
Figure 1
(continued)
Exemplary and Promising Programs
Primary Focus: Technology

Program	Grade Levels	Secondary Focus	Page
Computer-Assisted Diagnostic-Prescriptive Program (CADPP)-FL (Instructional management)	K-12		37
Gifted Math Program-AR	2-8	Partnerships	59
Kid Link: Learning on Line-LA	3	Partnerships	95
Project Climb: Coordinated Learning Integration-Middlesex Basics-NJ (Instructional management)	K-12		133
Sequin Elementary Technology Program-TX	4-6		157
Student Television Station-KY	5	Partnerships	173

Primary Focus: School Wide

Program	Grade Levels	Secondary Focus	Page
East Las Vegas Follow Through-NM	K-3	Partnerships	51
Louisa E. Perritt Primary School-AR	K-3		97
Lusher Alternative Elementary School-LA	K-6	Partnerships	101
Maryetta School-OK	K-8	Partnerships	105
Test Strategies Workshops For Parents and Teachers	K-5	Partnerships	179
Whittier Elementary School	K-6	Writing	191

PROMISING PROGRAMS



ADOPT-A-SCHOOL

American General's Adopt-a-School partnership is part of the national Adopt-a-School program which pairs schools and businesses to form partnerships which introduce students to the professional world and encourage them to succeed academically. American General's program was recognized in the President's Citation Program for Private Sector Initiative.

Contact: Mamie Prince, Employee Relations Administrator
Cecilia Hayes, Assistant

Site: Jack Yates High School
Houston, TX

Address: American General Life Insurance
P.O. Box 1931
Houston, TX 77251-1931

Phone: (713) 831-3273

Target Audience: Senior high schools, especially inner-city schools with high dropout rates and a record of low student achievement.

NEEDS

This particular Adopt-a-School program fulfills the need for:

- Leadership and role models for students in a "problem" school.
- Proof to students that someone takes an active interest in them.
- Exposure of students to the professional business sector.

DESCRIPTION

The program's main goals are to help students recognize the connection between academic achievement and professional success and to help them improve academic skills.

American General's program serves grades 9-12 at Jack Yates

High School, which has a population of over 2,500. This inner-city school has a high minority population, a high dropout rate, and a record of low achievement by students. In addition, the faculty turnover tends to be rapid.

American General's program has several components:

Student Scholarships - At the end of the year, American General awards scholarships to the top five graduating seniors. These scholarships range from $1500 to $250.

Tutoring - Students and company volunteers meet at the school on Saturdays for one- to two-hour sessions in math, science and English. Study concentrates on raising S.A.T. scores, and students learn about their tutors' careers. All students who participate in the tutoring program do so voluntarily. Matching of students and tutors is handled by the school's program coordinator.

School Supply Drive - The company sponsors a school supply drive and donates funds for "wish list" equipment to the school.

End of Year Banquet - The company hosts a year-end banquet for honor students.

Adopt-a-student - Individual volunteers are paired with students who are "at risk" and need extra encouragement such as informal one-on-one conversations and tutoring. As of October 1988, American General's program has been in place for one year, and the company plans ongoing sponsorship of the high school.

IMPLEMENTATION

American General has contact with the school through a company coordinator who meets with the school's principal to discuss the school's needs. Plans are developed which benefit the students and meet the company's financial practical considerations.

No special materials are required for development of the program. American General has two employees who manage the program's development, coordination and implementation. The company has 15 volunteers who donate their time and services to the Adopt-a-School program; according to American General's program coordinator, it was fairly easy to recruit volunteers. There is no training of company volunteers; however, tutors must have a college degree. For the tutoring sessions, the school involved should be willing to provide facilities outside class time.

Funding for the program comes wholly from the company. Their annual Adopt-a-School budget is approximately $20,000, with additional funds available for special projects as deemed appropriate by the company.

Development of American General's program took about five months from initial investigation to implementation.

ASSESSMENT

There is no formal assessment procedure to measure the effectiveness of this Adopt-a-School program. However, feedback has been very positive, with faculty and students expressing enthusiasm for the program's activities.

ADOPT-A-SCHOOL PROGRAM

Woodvale Elementary School was adopted by Lafayette General Medical Center, a local hospital. This partnership program has allowed both institutions to benefit from each other. It has been recognized by the US Department of Education in the 1987-88 Elementary School Recognition Program.

Contact: Katherine Landrey, Principal
Woodvale Elementary School
100 Leon Dr.
Lafayette, LA 70503

Phone: (318) 984-8011

Target Audience: Students in grades K-4.

NEEDS

This program fulfills the need to:

- Provide an environment conducive to learning;
- Promote a positive attitude toward learning;
- Help students develop a respect for the culture, beliefs and abilities of all people;
- Encourage community involvement in the education of Woodvale students as well as to provide activities to acquaint the students with the working community.

DESCRIPTION

Lafayette General Medical Center, Woodvale's Adopt-A-School partner, works extensively with funding, donates material for school needs, and provides valuable resource persons. When Woodvale was first adopted, the hospital donated a copying machine to the school.

The hospital staff on inservice days gives first aid to the students and shows teachers how to administer CPR. There is also a Teddy Bear clinic for the kindergartners. The hospital staff, in addition,

shows kindergartners hospital procedures of an emergency room in order to reduce anxiety if the children were admitted to the hospital. The hospital also provides Woodvale all the printing of handbooks, tests, booklets etc. and video taping of school events.

In return Woodvale students make treat boxes for the patients, draw pictures, and write cards for the hospital staff, and make gifts for the patients. Teachers send appreciation gifts during Nurse and Doctor's Day and Hospital Appreciation Week; loan equipment; and read to and tutor and visit children hospitalized for an extended period.

The relationship with the hospital fosters mutual understanding and appreciation for both the teaching and health care professions. Woodvale receives financial support which has not been available in the past. With these funds, the school can add to their curriculum. Additionally, the program gives the business community the opportunity to be actively involved in enriching the educational experience of students. Finally, students are given the opportunity to show consideration for others in their community.

IMPLEMENTATION

A cooperative effort among parents, teachers, administrators, and students provides an environment conducive to learning. On in-service days, the Teacher Advisory committee solicits ideas and selects teachers to participate on parish committees that will make curriculum decisions. There are frequent grade level meetings to discuss common areas of concern. Support from community organizations like Lafayette General Medical Center enhance Woodvale's instructional program.

ASSESSMENT

Through this partnership, children learn that the community cares about them. Both the community and teachers support their education. Children learn that not only parents and teachers care about their education but also the community supports them. Student achievement reflects this sense of community spirit. From 1983-87 there was a 15.25 percent increase in composite scores on the SRA achievement tests. The exemplary involvement of community members provides time, expertise, and special resources that the students would not otherwise have.

AMOCO/TULSA PUBLIC SCHOOLS SCIENCE ENRICHMENT PROGRAM

This program is a joint effort between Amoco Production Company, Tulsa Public Schools and the Junior League of Tulsa, Inc. Twelve different hands-on physical science, earth science and life science experiments were developed to combine with elementary student curriculum. The Science Enrichment Program is run partly by a large volunteer staff trained by Amoco.

Contact: Nancy M. McDonald
Director of Business/Community Resources

Address: Tulsa Public Schools
3027 South New Haven — P.O. Box 470208
Tulsa, OK 74147-0208

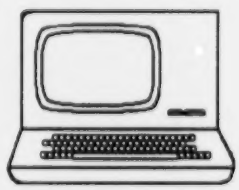
Phone: (918) 745-6476

Target Audience: All students grades 4-5

NEEDS

The Science Enrichment Program fulfills the need for:

- Providing students with hands-on scientific experience.
- Promoting student enthusiasm about science.
- Involving business and the community in the education process.



DESCRIPTION

There are approximately 40,000 students in the Tulsa Independent School district, one third of whom are minority. Participating in the Science Enrichment Program are 28 elementary schools reaching 8,000 fourth and fifth graders, including gifted and talented and special education.

An Amoco-trained volunteer serves as the Science Enrichment Coordinator and is responsible for developing a schedule of experi-

ments to work into the school lesson plans, recruiting program volunteers, and occasionally training volunteers.

Approximately every two weeks a classroom experiment is conducted and related to lessons. The actual experiment is performed by Amoco-trained volunteers who each supervise eight students. The teacher monitors the class and serves as a floater to answer questions.

Experiments include six earth science and physical science units dealing with topics ranging from the weather to electricity and magnetism. There are also six life science experiments covering such subjects as the respiratory system, parasitology, and the dissection of a dogfish.

Another volunteer serves as the Materials Coordinator and is in charge of overseeing the program's inventory and locating materials and equipment for experiments.

The goals of the Science Enrichment Program are:

- To encourage students to ask scientific questions answerable by experiment. To allow them to formulate ideas, to design experiments, to observe the outcome, to modify the ideas, and to proceed by designing further experiments.
- To enable students to discover for themselves important scientific experiments (e.g., the periodic table of the elements, isometric forms of molecules).
- To build both a basic understanding of scientific principles as well as an investigative attitude towards the frontiers of science. Such an understanding suggests that scientists do not have all the answers and that most of our present "answers" are incomplete and many may be incorrect.
- To encourage active discussion and different interpretations of the same phenomena, not just the "accepted" interpretations.
- To show the interrelationship of the scientific disciplines. To incorporate mathematical principles where appropriate (e.g., binary number system in computing, calculations of densities, dimensions of scale models).

IMPLEMENTATION

The Science Enrichment program was begun as a spin-off from Tulsa Public Schools' Adopt-a-School Program. A local branch of Amoco, a major U.S. chemical corporation, expressed interest in forming a partnership with the district but did not want to adopt. The corporation's main concern was the lack of opportunity for students to receive hands-on experience in science.

Amoco scientists worked with a team of Tulsa teachers to develop a series of hands-on earth science and physical science experiments. Because the district also felt the need to include life science, six life science units were designed specifically for the program by the president of Tulsa County Veterinarian's Association.

Funding for the program was initially provided by a $25,000 grant from Amoco which covered the costs of production, materials, and the training of volunteers. Recently, the program received the National Science Foundation Grant of $160,000 that has enabled them to expand the program.

ASSESSMENT

Since the program's implementation five years ago, school libraries have been monitored regularly and program coordinators have found a substantial rise in the number of science-related books being checked out by students. Furthermore, teachers have remarked that students are much more excited about science since the program began.

The Science Enrichment Program has received the Apple Tree Award through the National School Volunteer Program. Furthermore, program coordinators have received an additional $50,000 grant from Amoco to expand the program into grades 6-8.

The first students to have participated in the Science Enrichment Program will be entering high school in the 1989-90 school year. Program coordinators are planning a follow-up survey to see what science courses they will enroll in as well as their future plans and other information.

ANDOVER INTEGRATED READING SYSTEM (AIRS)

The Andover Integrated Reading System has been used in this school for at least four years to provide the school with a continuous, systematic strong phonics-based reading program which monitors student progress carefully from one grade to another and is keyed to a basal reading series in grades 1 and 2. Trinity was recognized as an outstanding elementary school in the U.S. Department of Education's School Recognition Program, 1987-88.

Contact: Dr. Billie Anderson

Site: Trinity Episcopal School

Address: 2111 Chestnut Street
New Orleans, LA 70130

Target Audience: Students in grades 1-4.

NEEDS

The Andover Integrated Reading System fulfills the need for:

- Continuity in the reading program for the school.
- Consistent monitoring of students' progress from one grade to another.
- Comprehensive structured curriculum in reading which would systematically assist all teachers to teach reading skills.
- Students to learn such organizational skills as following directions, neatness, and labeling.

DESCRIPTION

The AIRS program provides a series of lessons in booklet form which teach specific skills such as capitalization, sequencing, following directions, spelling, and more general strategies such as recall and word attack in order to promote reading comprehension in a systematic way. The program is keyed, in grades 1 and 2, to

the Economy line of basal readers and requires use of this series. The program is carefully sequenced to provide coverage of the skills and strategies needed for effective reading.

AIRS provided this school with a methodical way to boost its reading program. However, Trinity Episcopal decided that AIRS needed to be supplemented in several ways in order to facilitate the use of these skills in the content areas. Students are given many opportunities to write journals and develop creative writing abilities. Dramatic presentations are encouraged and third graders participate in a weekly creativity class. Third and fourth graders use many of the Building Thinking Skills activities of Midwest Publications. The Great Books series is used for developing vocabulary, the expression of ideas, and critical thinking in the context of literary classics.

Each student works for one and one-half to two hours daily in the AIRS program. There is also a gifted and talented program which pulls out students with high IQ's for additional language arts work.

IMPLEMENTATION

Trinity's AIRS program required a two-day workshop by a trainer from AIRS. In addition, teachers needed to spend an hour or two each day for a few months learning how to use the materials. The program has a large initial expense because of the booklets needed to promote eighteen different reading and thinking skills.

Trinity's experience suggests that each school needs a coordinator to watch over the implementation of the program as teachers begin to use it. This coordinator may be a reading teacher or a department head.

ASSESSMENT

Teachers believe there are merits to the AIRS program and have chosen to continue its use with modifications. The ERB, an achievement test, used by many private schools, reflected an increase in Trinity's first grade comprehension scores. Students in all grades have shown an improvement in oral reading and word attack skills due to the strong phonics base provided by the AIRS program. Students are better able to follow directions, label work appropriately, and produce more orderly writing samples.

The lock-step quality of AIRS is both a strength and a weakness. AIRS does provide a clear system to assist teachers throughout the grades in improving reading instruction. However, AIRS sequence must be strictly followed, a quality not agreeable to all teachers. As teachers have become more familiar with the system and implemented it more effectively, students have accepted it more willingly. In addition, Trinity has provided many other enrichment experiences to the AIRS program for its student body.

BASAL READING INSTRUCTION AND PROCESS WRITING

Carlisle Elementary School teaches reading and writing by using the child's background knowledge. While teachers start with basal reading instruction, including direct instruction of such skills as main ideas, supporting details, inferences, prediction and drawing conclusions, they supplement the basal reading lesson with related full-length texts to encourage recreational reading. Children are taught the writing process through brainstorming ideas, making skeletal maps, drafting and revising their own writing. Writing is viewed as an across the curriculum activity in which students compose not only in reading but also in science and social studies using a variety of writing formats.

Contact: Charles McCasland, Principal

Address: Carlisle Elementary School
6525 Old Orchard Dr.
Plano, TX 75023

Phone: (214) 618-6711

Target Audience: Students in grades K-5.

NEEDS

These programs fulfill the need to instill early reading and writing patterns.

DESCRIPTION

Teacher will often start with a story in a basal reader and then expand to reading trade books about a certain topic or novels by a certain author. Teachers use strategies for comprehending the text through questioning techniques, such as Palinscar's Reciprocal Teaching. Questioning creates many divergent answers, as students analyze and synthesize information.

In addition to normal classroom instruction, reading is encouraged through the Carlisle Classics Program. In mid-May of each year, a list of 15 books are nominated by both teachers and students in

grades 3-5, which serves as the books to be read for the coming school year. Every child participating in the Carlisle Classics Program must read a minimum of five books. The books are placed in the library to be checked out.

At Carlisle, writing is taught as a process. Students can be seen drafting, revising, and sharing ideas as they write. One of the ways ideas are explored is through the "Author's Chair." A child reads her paper to the teacher and students; they, in turn, give constructive feedback for revision. At the end of the week, mother volunteers join the class to work with small groups to do final editing and produce a finished published product. Writing folders are kept and favorite pieces are displayed on the Mother's Day Extravaganza. Also on several occasions, students read their papers to the kindergartners who become avid listeners.

IMPLEMENTATION

The staff continually works together and supports each other to make the programs effective. On inservice days, teachers discuss ways to improve the teaching styles and to address problem areas in the classroom. The district pays for two additional days of in-service, when teachers are trained the ways of effective teaching methods and strategies.

The Carlisle P.T.A. raises funds to pay for the Coyote Press for second graders, in which second graders write, illustrate and bind books for school library. In addition parent volunteers have devoted 12,924 hours of work in 1986-87.

ASSESSMENT

Overall test scores on the Iowa Test of Basic Skills (ITBS) have been higher than the state average. School percentile scores of ITBS in the 1988-1989 were: first grade: 89, second grade: 93, third grade: 87, fourth grade: 93, and fifth grade: 93. Student percentiles in the state were: first grade: 75, second grade: 79, third grade: 73, fourth grade: 80, and fifth grade: 79. Teachers feel that children have a better understanding of reading and writing.

BASIC
(A California Demonstration Program in Reading)

The Demonstration Program in Reading at Benjamin Franklin Middle School is a part of the California Demonstration Projects in Reading funded by the State Department of Education. The Benjamin Franklin program, which is known as BASIC, is designed to meet the reading and writing needs of the seventh and eighth grade students. The National Diffusion Network recognized this program in 1988.

Contact: Robert Dreschler

Address: Benjamin Franklin Middle School
1430 Scott St.
San Francisco, CA 94115

Phone: (415) 565-9654

Target Audience: Students in grades 7-8.

NEEDS

This program fulfills the need to motivate the students and to provide a variety of reading and writing experiences, so the students achieve fluency and feel positive about their abilities.

DESCRIPTION

BASIC is unique as a reading and writing program because of the following features in the curriculum and management components of the program. In the area of management the BASIC reading lab is staffed with people instead of being machine-based. All of the students attend the lab regardless of reading level or ability. A small group of six to twelve students are instructed at a time by classroom teachers and reading specialists, who plan together and are responsible for language skills and content curriculum. Students are placed in one of four reading levels by a reading specialist. The program's emphasis is on learning reading processes that apply to any content area, which will aid in acquiring new vocabulary, improving writing skills and reading comprehension, and thus extend skills to higher level thinking. Students are taught in their

English and social studies classes to overview and preview materials, to organize materials, and to increase learning efficiency and comprehension by certain methods. Students receive daily instruction in reading and writing skills. These skills are taught in a middle school context and presented in an interdisciplinary format. The program allows the students to acquire the processes necessary to become continuous, life-long learners.

IMPLEMENTATION

The BASIC program is implemented in the seventh and eighth grade social studies curriculum as the basis for the skills instruction across the disciplines. The curriculum is planned for the year, based upon the topics to be covered in the social studies classes. Once those topics are established, the appropriate reading, writing, and speaking assignments are planned and implemented.

One technique, clustering, is used as a prereading activity. A student scans her assigned reading for the week and uses the heading and sub-headings in the text as a skeleton cluster. As the student reads, the cluster becomes a place to take notes and write down questions the student may have. When the students are ready to begin answering comprehension questions, the information necessary to do so is there on the cluster. Often, the skeleton cluster is constructed as a group activity to help students prepare for what is to be read. The clustering technique is also used as a prewriting activity. Using the theme of the writing asssignment and the aid of the teacher, students as a class will do a cluster on the board for the writing topic.

The BASIC staff believes that improvement in writing skills enhances the improvement of reading skills. Therefore, writing is an integral and essential part of the reading program. The students write regularly, their writing is respected, and writing is seen as a process. Students are engaged in prewriting, peer conferencing, the revision process, and developing writing portfolios. Students thus learn grammar and punctuation through their own writing. The teacher may assign reinforcement exercises as needed, but the most dramatic progress seems to come through the students' involvement with their own writing.

ASSESSMENT

As with all California State Demonstration programs, a required objective of the project is evidence of student growth on a standardized testing instrument. During the past eight years of the program, students participating have gained two years of growth in reading for each year in the program, as measured on the California Test of Basic Skills. The first group, 1978-80, climbed 15 percentile ranks during their first year and 20 points during their second year. The second group, 1980-82, climbed 16 percentile ranks each year. Both groups were within the average achievement range on the test norms by the end of their second year. In addition to formal test evaluation data, BASIC employs an outside evaluator. One of the recent evaluation activities was an interview with a small group of BASIC graduates currently in high school. The results of this survey indicated that over 50% of students continued to use the processes in their high school studies and felt that the skills helped them to be successful students.

BEAR CREEK ELEMENTARY'S JOINT WRITING PROJECT

Bear Creek Elementary's Joint Writing Project is a program designed to introduce elementary school-age children to the writing process. Students "publish" their own writings which can be included in the school's library collection, and are submitted periodically to student magazines. Students also meet with authors and illustrators of children's books and magazine publishers. The school was recently awarded National School Recognition.

Contact: Sandra Shenkir
Barbara Fletcher

Address: 4815 Hickory Downs
Houston, TX 77084

Phone: (713) 463-0734

Target Audience: Students in grades K-5.

NEEDS

Bear Creek Elementary's Joint Writing Project fulfills the need for:

- Instruction in the writing process, with a highly visible result.
- Teaching students to explore their own creativity.
- Introducing students to writing and illustrating as a profession.
- Publication and an audience for students' writings.

DESCRIPTION

Bear Creek Elementary has a total enrollment of 850 students. The joint writing project has been in effect for five years. The project lasts an entire school year with all students and teachers participating. The school has less than ten percent minority and less than ten percent economically disadvantaged students. There are also

fourteen gifted and talented students in grades 3-5, who attend their advanced classes at a satellite campus. Thirty-five special education students also take part in the program.

Students keep journals daily which are checked by teachers periodically. Every six weeks period, at least two writing samples are "published" by each student. These can be in book form with a construction-paper cover illustrated by the student, a dedication and title page, and a back page devoted to "About the Author" in which the student writes a couple of paragraphs on himself and may include a photo.

Teachers coordinate several activities to stimulate the writing process. Books are read aloud and may be modeled by the students. There is also choral reading and centers where students can listen to recorded stories. Each grade level has an annual theme, and there is a school-wide theme around which teachers may center reading materials. After students' materials are "published," they are sent to the principal, who reads them and writes encouraging responses to each student.

Writing subjects may be assigned such as Christmas wishes or Clifford the Big Red Dog Goes to Washington during a presidential campaign year. Every year students write books about their mother for Mother's Day which are gift wrapped and presented to their mothers at a special assembly. Other times, students choose their own topics.

Occasionally an entire class may publish a book jointly. The program also allows for joint projects between different grade levels. For example, the fifth grade students interview the first graders and then write a book either on their student or on a subject the student enjoys.

During the last two days of the school year, the project's work is culminated by a special workshop. Five to eight authors and illustrators of children's books or student magazine publishers visit the school and speak to the students about their profession, their own works and how they obtain ideas. Teachers familiarize the students with each guest so that they may ask specific questions. Parents and the community are invited to attend and the children's work is displayed.

IMPLEMENTATION

The joint writing project works entirely within the school's curriculum. No special materials are required. However, teachers are continually looking for fresh books for the students to read and model.

New teachers are trained by the principal as well as trained consultants. Teachers also regularly attend workshops on children's literature and other reading/writing programs.

There were no problems implementing the project and everything ran smoothly from the start.

ASSESSMENT

Teachers at Bear Creek notice a marked improvement in the students' writing and vocabulary throughout the school year. In 1988 the school's 5th grade class, which was the first to participate in the project all through elementary school, went up twenty points on the writing sections of the TEAMS test. Students also have greater confidence in their writing and, therefore, perform better in other subjects.

Teachers appreciate how quickly the results of the program show in students' work. It also

gives teachers an opportunity to praise more withdrawn students who would not share their ideas openly. Parents also comment on the significant increase of their children's vocabulary.

Some students have also had their work published in children's magazines. In 1988, Virginia McLean, an author of children's literature, was a guest at Bear Creek's Writers Conference and asked the school to send her pictures the students had made of African animals. Out of one hundred submissions, five were chosen to help illustrate her book *Kenya Jumbo*.

BE MY GUEST

All students in the school's P.A.G.E. Program (Prairie Grove Academically Gifted Education for grades K-12) are encouraged to invite an adult, who they feel has contributed to their education outside school, to speak to their P.A.G.E. class. Students also select the topic of the guest's speech. The guest may have an unusual job or hobby, or a gift for telling stories.

Contact: Robbie Sullivan, Gifted and Talented Coordinator

Address: Prairie Grove School District
P.O. Box 247
Prairie Grove, AR 72753

Phone: (501) 846-4210

Target Audience: Talented and gifted students in grades 2-6.

NEEDS

Be My Guest fulfills the need for:

- Teaching thinking and problem-solving skills necessary to plan guest visitations.
- Teaching students proper audience behavior.
- Allowing relatives and the community to witness personally classroom procedures.

DESCRIPTION

The Be My Guest program began at Prairie Grove in September of 1988. Prairie Grove is a rural area with no minority population. Total enrollment in the elementary school is 650 students.

The project lasts the entire school year and was designed to illustrate to students the difference between "education" and "schooling."

There is a tentative schedule for guest visits, but special arrange-

ments can be made so that students can plan around visits being made by friends and relatives.

Guests are allotted 20 to 30 minutes for their talk. The student is responsible for the planning of the talk, notifying the teacher if any special materials are required and the introduction of his or her guest. Students wishing to plan a class field trip must work with the gifted and talented teacher.

In its first year, the program has featured a wide range of guests and topics including a grandfather who raises rabbits, a youth director who hunts, a father who is an amateur archaeologist and an older sister's boyfriend who trains dogs.

IMPLEMENTATION

Because the project required no extra materials and minimal planning, implementation was simple. Notes went home with the students explaining the project at the beginning of the school year, and students were instructed to start planning their guest visits in advance.

There was slight difficulty in getting first-time volunteers, but once the first guest had visited, students became very enthusiastic. Guests visit on the average of two or three times a month.

For special demonstrations and group arts and crafts during the visits, the school provides any necessary materials.

Because it is a rural area, Sullivan believes there are several topics open for students to learn, such as the rabbitry, that would not have been easily accessible in a metropolitan area.

ASSESSMENT

Through the project, students gain a sense of accomplishment and self-esteem, especially when there is much positive feedback on their guest.

Students must trust the class enough to share their special guest. Attention should be paid to whom they invite and why.

Students have also learned patience and courtesy as part of being an audience, as well as important thinking skills and problem-solving techniques necessary to plan out a guest visit. Students must be able to foresee and prepare for possible difficulties (such as a guest speaker talking about a topic offensive to some students), compose a fitting introduction, and relay correct information to both the teacher and speaker.

Students have thoroughly enjoyed learning about the different topics. Guest speakers, too, have expressed their enjoyment of the program and the chance to share their knowledge.

The school has received good public relations as a fringe benefit to the program as guests share their experiences with the rest of the community. Sullivan has also had tremendous feedback from parents who often call and suggest potential visitors.

Sullivan hopes that the success of this program will help encourage implementation of a similar program for grades 7 through 12.

BOOKS AND BEYOND

Books and Beyond is a program for students K-8 to increase recreational reading and decrease indiscriminate television viewing. This program encourages involvement from the whole community including students, teachers, parents, school librarians, principals, public libraries, and businesses. This program is validated by the National Diffusion Network.

Contact: Ellie Topolovac, Project Director

Site: Solana Beach School District

Address: 309 N. Rios Street
Solana Beach, CA 92075

Phone: (619) 755-6319

Target Audience: Students K-8; all reading levels, including non-readers; all student populations, including rural and Chapter 1.

NEEDS

Books and Beyond fulfills the need for:

- A program which places a high value on recreational reading and rewards students accordingly.
- Education of parents and students regarding television viewing.
- Parent involvement in childrens' reading and television activities.

DESCRIPTION

Books and Beyond has four primary goals:

1. Increase students' recreational reading.
2. Encourage discriminating, analytical television viewing.
3. Increase students' scope of reading.

4. Encourage parent involvement in childrens' reading and television activities.

The Books and Beyond program is currently in place at 3,000 sites in 42 states. Approximately 1.5 million students are served by Books and Beyond.

Books and Beyond is based on a semester or yearly schedule, and is intended for long-term use continuing from year to year.

Television viewing exercises - At home, a log is kept to record how many hours are spent watching T.V. each day, and what shows are watched. Parents and children discuss the content and purpose of different shows and advertisements, and draw distinctions between reality and fantasy. A parent newsletter includes tips for viewing T.V. more selectively.

Recognition of readers - The school creates a large bulletin board display in the main hallway where students can chart their progress with a personalized marker piece. When a student reads a book at home (or younger students have books read to them) he moves his marker on the bulletin board. Sample themes for the bulletin board are Travel Through America and Olympic Decathlon. Students receive small prizes from the school when they read certain numbers of books, and when a students completes a set number of books, he receives a gold medal at a year-end ceremony.

Students may count books that they read aloud or have read to them. If one sibling reads a book to another, both can count one book read.

Special activities - Classes often compete against each other to see who can read the most books, and the winning class gets a popcorn or pizza party. Principals and teachers also record the number of books they read, and have markers on the bulletin board.

Principals sometimes issue challenges to the school to read a certain collective number of books, and promise to perform a silly stunt if the challenge is met. One principal sat in a tree for the whole school day; another wore a gorilla suit to school as his penance. Principals have also offered to cook pancakes for the class that reads the most books in a given period. Principals are encouraged to make visits to classrooms to present awards to students.

Partnerships - Parents are encouraged to keep their own reading records and have family reading sessions. In some areas there are tie-ins with adult literacy programs, so students and parents can take pride in reading together. Parents verify the number of books their child has read before he moves his marker piece on the bulletin board.

Businesses frequently donate prizes such as pencils, books or coupons for treats. Corporate sponsors also have provided the training costs for schools to initiate the program. Companies who have been involved with the program include New Balance, Xerox, Kodak, and several banks. In addition, businesses sometimes participate in the reading program with students by posting a bulletin board in their place of business, with markers for employees.

Public libraries also participate by passing out raffle tickets for each book read, and holding a drawing of these tickets for free paperback books.

Community members such as mayors, entertainers and beauty queens have frequently been

involved in promotions and end-of-year award ceremonies for Books and Beyond.

IMPLEMENTATION

Training is accomplished in a one-day workshop. A trainer visits the school and works with a team including the principal, a teacher, the librarian/ resource person, and a parent. The cost of training is $200 plus travel expenses. For hard-to-reach areas, a training videotape is available. Each school is required to purchase a *Books and Beyond* manual, which costs $40.

Materials included in the Books and Beyond package are:

Directions	Paper awards
Parent newsletter	Sample TV
Artwork	Viewing activities
Marker piece patterns	TV viewing time chart
Record keeping	Worksheets

A school may purchase prizes from Books and Beyond or from a local source, but businesses are often willing to donate small items. Gold medals are purchased from Books and Beyond at $1.50 each. Also available are supplementary books entitled *Literature* at Home and *The TV-Smart Book for Kids*.

Setup for a school's Books and Beyond program takes 3 to 4 weeks after the initial training workshop. The school's team plans special activities, builds partnerships with businesses, designs the bulletin board, and sets up record-keeping.

ASSESSMENT

Parents and students complete pre-test and post-test surveys about their television viewing and reading habits. Surveys indicated the following changes as a result of the Books and Beyond program in the Solana Beach School District in California:

* 31 percent increase in students' recreational reading time
* 37 percent decrease in students' TV viewing time
* 97 percent of the parents responding wanted the program continued

Students involved in Books and Beyond reported 90 minutes of daily TV viewing, as opposed to 180-240 minutes daily for other students.

Circulation of school and public libraries are indicators of the program's acceptance and effectiveness. The Solana Beach public libraries had a 38 percent increase in circulation as a result of Books and Beyond.

In many areas, standardized tests are used to evaluate the academic success of students who are involved in the program. In comparison to control groups, students involved in Books and Beyond have higher reading scores.

CAREER AWARENESS PROGRAM

Career Awareness Program (CAP) is a program for students K-9, all populations, which provides information about the world of work and its relation to academic skills.

Contact: Jeanne Leffler

Site: Project CAP

Address: Box 13
Greenland, AR 72737

Phone: (501) 443-3336

Target Audience: Students K-9; all student populations, including rural, urban, vocational and non-vocational students.

NEEDS

Career Awareness Program fulfills the need for:

- Increased student awareness of career choices.
- Development of a positive attitude towards work.

- Providing skills necessary for making career choices and preparing for a successful career.
- Increased student awareness of personal interests and abilities.
- Making academic subject matter more meaningful and relevant by infusing career education to the educational process.

DESCRIPTION

CAP chose 15 job clusters, based on the U.S. Department of Labor's description of occupational choices, and CAP then developed 30 career packets around these occupational choices. They also added one additional cluster on self-awareness with two packets. Each grade level has these 32 career packets to be used

by the regular classroom teacher as correlates to the subject matter taught within that classroom.

This program has existed since 1974 and is currently used by 1,200 schools in 25 states. It may be used from one to three times per week and may be used for a brief period of the class or whole class periods. Teachers may use these career packets to introduce or to reinforce academic skills. The packets are carefully written on grade level. The packets were created based on information from academic teachers as to the scope and sequence of the skills taught within content areas. The academic skills range from addition and subtraction which are related to being an accountant to telling time related to being a cosmetologist.

A typical 5th grade reading packet is the Horticulturist packet, which might be used by a science teacher when teaching flower parts. Students are taught the nature of the work, the type of education which is required, the characteristics of those people who enjoy this type of work, some workbook activities concerning the parts of flowering plants, and a short quiz on the career information presented. There are also suggestions for hands-on enrichment activities related to this particular career.

CAP also provides four booklets to assist teachers with enrichment activities: an idea book on self-awareness with activities and bulletin board ideas; a booklet concerning successful field trips; a booklet for working with outside resource people; a guide book for resource people with characteristics of the different age groups of students.

IMPLEMENTATION

Teachers receive specific training from CAP trainers on levels of thinking to help develop questioning strategies which will provide more probing thought and discussions within their classrooms. Every teacher is trained and learns how to infuse the CAP packets into her lesson plans. Thus, the packets provide useful materials which individual teachers adapt.

Parents are used as resource people to work with the schools on this program. They can enter the classroom in a non-threatening way in this role. One principal felt that CAP is their best parent-involvement activity and excellent public relations for the school. Other partnerships with businesses have provided field trips, resource speakers, in kind contributions, and funding assistance.

The cost of the program is $3.00 per grade for a teacher's manual or $3.00 for each subject-matter manual at grades 7, 8, and 9. The cost per student if $4.20 the first year and $2.50 per student in subsequent years. Training costs are expenses only. Training is completed either by CAP staff or a certified CAP trainer.

ASSESSMENT

Students are given yearly pre-tests and post-tests, which consist of a 30 item, staff-developed career awareness test and a standardized career knowledge test. Teachers and school coordinators are surveyed in the spring. Each teacher files a quarterly report indicating the packets used and commenting on their use, as well as an annual report, indicating all CAP activities carried out over the year. At selected sites there are also two follow-up visits and teacher conferences.

The evaluation design used the post test only with a matched control model to evaluate the effectiveness of the activities. The schools

using CAP invariably out-performed the control schools by a wide margin with highly significant group differences of career awareness. Data at grades 7 and 8 are difficult to collect because of departmentalization; students may not be exposed to all 32 packets if any content area teacher chooses not to participate.

CHAPTER 1 READING PROGRAM

The Santa Fe School District uses computer-based remedial teaching with ICON's Autoskill Component Reading Subskills software. Close to 550 students in nine schools are served in half-hour sessions three times per week.

Contact: Grace J. Gutierrez, Chapter 1 Coordinator

Address: Santa Fe Public Schools
610 Alta Vista
Santa Fe, NM 87501

Phone: (505) 989-5460

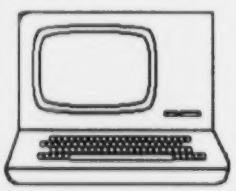
Target Audience: Chapter 1 Reading Program serves annually approximately 1,200 students in grades 1-9 who are economically and educationally disadvantaged.

NEEDS

This program fulfills the need for:

- Identifying educationally deprived children in eligible attendance areas;
- Selecting those children most in need of special help;
- And, identifying carefully the needs of the selected children in order to meet those individual needs.

DESCRIPTION



The reading program serves those schools that receive Chapter 1 funds. To be eligible for Chapter 1 assistance, a school attendance area must have a high concentration of children from low income families. Students are selected according to their scores on the Metropolitan Reading Diagnostic Test.

In the computer lab, students practice, repeat, and drill in a three-step learning process. The first procedure, oral reading, involves reading aloud the written content presented on the screen. The second procedure is an auditory/visual matching-to-sample in which

three items are presented on the screen and one item is presented orally. The students must match what is heard with one of three visual choices. In the third procedure, visual matching-to-sample, three items are presented on the screen with a target item also presented on the screen. The student then matches the target item with the correct visual item.

Parent involvement is essential to the Chapter 1 program. Parents are invited to the general meeting at the beginning of the school year. The Chapter 1 Reading Program's agenda is circulated at the meetings. The District Advisory Council (DAC) is made up of parent representatives from Chapter 1 schools. DAC parents participate in decision making at the various stages of the Chapter 1 program. Phone calls, letters, and conferences are planned on a regular basis to inform parents of their child's progress.

IMPLEMENTATION

Chapter 1 Reading Program is a federally-funded program targeted to remedial teaching. The Santa Fe Public School District is responsible for determining the Chapter 1 target schools. Basically, there are two criteria a child must meet to participate in the Chapter 1 Program. First, Chapter 1 requires that all children living in a Chapter 1 eligible attendance area be considered potentially eligible for services regardless of the school they attend. Secondly, the children must meet the definition of educationally deprived child. In most cases, this phrase means that the child is performing below the expected grade level for his/her age group as determined by an achievement test. If the criteria are met, the school is funded to set up a lab with eight computers, software, and other related equipment, which amounts approximately to $45,000.

ASSESSMENT

The Chapter 1 Reading program, using Autoskill Component Reading Subskills software, has been successful. The normal curve equivalent (NCE) scores increased dramatically from 1987-1988: in the second grade, from 18.50 to 45.80; third grade, from 20 to 37.90; fourth grade, from 20 to 38.09; fifth grade, from 21.70 to 38.80; sixth grade, from 22.10 to 31.80; seventh grade, from 25.80 to 31.80; and eight grade, from 24.50 to 31.40. Parent involvement also appears to play a major factor. Both the parents and teachers comment on the positive aspects for the children. They seem to have higher self-esteem, a positive outlook about education, and are happier with the school environment according to self, parent, and teacher evaluations. On self-assessment, students scored four points out of a total of five points. Teachers state that the students are enthusiastic about working with the computer and are confident about their ability to learn.

COMMUNITIES IN SCHOOLS

Communities in Schools - Austin, Inc., is an in-school dropout prevention program designed to target students at risk and provide any services necessary to help them remain in school through graduation. This private, non-profit organization often works with community agencies and businesses to implement its services. This program was recognized in the President's Citation Program for Private Sector Initiatives.

Contact: Don Loving, Executive Director

Site: Austin Independent School District

Address: 2608 Richcreek Road
Austin, TX 78757-2199

Phone: (512) 450-1407

Target Audience: Students K-12 who are at risk of dropping out, including low income and minority students.

NEEDS

Austin's Communities in Schools program fulfills the need for:

- Reduction of the dropout rate and of related problems such as unemployment and juvenile crime.
- A highly visible, accessible team in the school whose sole purpose is dropout prevention.
- Treatment of the dropout rate as a community problem with a community solution.

DESCRIPTION

Austin's Communities in Schools' goal is to keep students in school by achieving the following objectives:

- Improve school attendance.

- Improve academic achievement.
- Promote positive personal and social development.
- Promote the acquisition of pre-employment and vocational skills.
- Increase parent involvement in school activities.
- Decrease disruptive behavior and the number of in-school discipline referrals and expulsions.
- Decrease youth involvement in the juvenile and criminal justice systems.

CIS staff are located in a room on the school campus. They make themselves and their purpose known by visiting classes, hanging posters, and introducing themselves to students.

Students visit CIS voluntarily or are referred by faculty members. Referrals are made on the basis of poor attendance, behavioral problems, and learning problems.

When a student visits CIS, he speaks with a counselor and together they identify the reason he is there, the cause of the problem, and possible solutions. Solutions may be provided through services of the CIS staff or outside groups.

CIS program services include:

- Individual, group, family and vocational counseling
- Home visits and private parent consultations
- Academic tutoring
- Training in pre-employment, work maturity and other vocational skills
- Summer employment placement
- Year-round recreational, enrichment and cultural activities
- Outreach services to teen parents in junior and senior high schools

Case example:

A student is referred to CIS by his Math teacher because of frequent absences in that class. The student and CIS counselor determine that he skips class because he is failing and finds it hard to do homework in his home atmosphere. The counselor arranges for tutoring, a family counseling appointment and a home visit.

Austin's CIS has two outreach counselors who work with the police and the juvenile courts. Police can refer first offenders to CIS rather than sending them through the juvenile court system. CIS then arranges to work with the youth and his family to resolve the problem while the youth remains in school.

CIS serves five sites in Austin: two elementary schools; one middle school; one high school; one school for pregnant teens. In the 1987-88 school year approximately 2,300 students were served. The program has been in place in Austin since 1985.

IMPLEMENTATION

Staff - The Austin program has eleven paid staff members, most of whom are professionals

with backgrounds in counseling, social work or education. Approximately 20 volunteers are involved in various capacities. In addition, personnel are sometimes "loaned" from agencies or businesses with which CIS has partnerships, such as the Texas Youth Commission, the Department of Human Services, and Southwestern Bell.

Equipment - The program is based in schools, and the materials needed are those necessary for a typical business office.

Training - Most CIS staff members come to their jobs with professional training and experience in counseling. Staff attend workshops held by outside organizations on subjects such as vocational counseling and crisis intervention. A body of training/reference material has been developed internally for counselors to use as models in frequently encountered situations.

Funding - Austin's CIS is funded by a combination of city, state and county money, as well as private and corporate donations. Their budget for the 1987-88 school year was approximately $320,000.

ASSESSMENT

Austin's Communities in Schools program measures its success by the number of students who have remained in school after visiting CIS. In 1987-88, 2,300 "at risk" students visited the Austin CIS centers voluntarily or by referral. Ninety-five percent of these students either remained in school or graduated. For the same school year, the dropout rate for all students in the Austin Independent School District was 27 percent.

Grades of those served tend to remain level or improve. Communities in Schools staff have also observed that students show increased self-esteem and greater interest in school after being served by CIS.

COMPUTER-ASSISTED-DIAGNOSTIC-PRESCRIPTIVE PROGRAM (CADPP)

The Computer-Assisted-Diagnostic-Prescriptive Program (CADPP) is a management tool which targets specific skills and prescribes learning activities appropriate to each student's learning level and learning style(s). This database software program, available for Apple and Radio Shack computers, has three files: skills; student characteristics; and instructional materials. The files merge to provide individualized lesson plans for each student. CADPP is validated by the National Diffusion Network.

Contact: Debra J. Glowinski, Consultant

Address: TEC, Inc.
232 W. Sabal Palm Place
Longwood, FL 32779

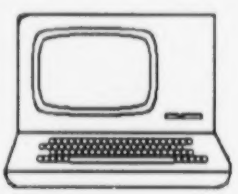
Phone: (407) 774-8968

Target Audience: Student K-12, all learning levels and learning styles. Most effective for groups using supplemental education programs, such as Chapter I, migrant education, special education, or gifted/talented.

NEEDS

CADPP fulfills the need for:

- A timesaving organizational tool for planning lessons and keeping records.
- Effective utilization of a school's instructional materials.
- A program which recognizes and targets students' different learning styles.
- An easy to learn program which can be used on a large or small scale, and which can be modified for different groups.



DESCRIPTION

CADPP was developed in 1974, and is now in use in over 1000 schools in 46 states. It has been used for levels from kindergarten through college, with a variety of special needs groups including Chapter I, special education, migrant students, and gifted/talented.

The program's three files work together to facilitate the teacher's task of diagnosing needs and prescribing lessons. The program also keeps track of students' progress in mastering skills or completing lessons.

Skills File

The skills file holds a list of 150 skills in two content areas. CADPP provides skills lists for math and reading, with the skills corresponding to those covered in major basal texts. If desired, a school can modify the supplied lists or develop new lists for any content area.

Student Characteristics File

This file holds records for up to 100 students. The teacher fills in a profile for each student which includes:

- name
- age
- grade
- gender
- instructional level
- learning style

The learning styles (sometimes called learning modalities) indicated in the file may include visual, auditory, tactile, kinesthetic, or any combination thereof.

Instructional Materials File

This file is used to create an inventory of available instructional materials and activities. Creating this file is the most time-consuming part of CADPP, because the user must input all the available lessons or activities and key them to a) instructional levels, b) specific skills on the skills list, and c) different learning modalities. The file of instructional materials may include workbooks, sections of basal texts, filmstrips, audio tapes, games, computer activities, etc. An example entry in this file might be a filmstrip which is keyed to the third grade reading level, focuses on recognizing synonyms, and is suitable for visual and auditory learners.

When the three files have been completed, the program is ready to produce prescriptions. The teacher types in a student's name and a skill he needs to work on, and the computer produces a prescription of activities appropriate for that particular student. The prescription can list up to six activities for each skill. When a student completes an activity or masters a skill, this information is recorded in the program. CADPP's record-keeping function gives a clear picture of a student's progress in targeted skills, which is useful in classroom management and parent conferences.

CADPP has developed criterion-referenced tests keyed to the math and reading skills lists provided. These tests are an optional component of CADPP, and adopters can choose which tests to use, if any.

IMPLEMENTATION

Training - Training takes place in a two-day workshop at the adopter's school. Follow-up training is available through visits by CADPP

staff, or by mail or telephone. The cost of training is negotiable, and ECIA funds can be used for CADPP training and adoption.

Computer Requirements - Each teacher using CADPP should have a computer in his or her classroom. The software is available for Apple or Radio Shack computers with two disk drives, 64K memory, and a printer. Because the program is menu-driven, the teacher does not need extensive computer experience.

Materials - Materials include software, a manual, and optional criterion referenced tests. The program software and manual costs $500 per set; software can be copied within an adopting district. Any software updates and revisions are sent to adopters at no additional cost. Criterion referenced tests are $3 each.

Setup - CADPP involves a prolonged effort before any prescriptions can be generated. For whole-school use, this means three to four months of inputting information about students, materials and learning activities before the program is ready to use. Once in place, the program is easily updated and modified.

ASSESSMENT

CADPP has been shown to increase student gains in both math and reading on standardized tests. A study using the California Achievement Test, the SRA Achievement Series, and the criterion referenced tests developed by CADPP showed a mean gain of 1.5 months of achievement per month of instruction with CADPP. Teachers report that the program saves them time while allowing them to meet each student's needs more fully.

CREATIVE WRITING CLASS

Oktaha High School's elective Creative Writing class utilizes the process of writing method in course structure which allows students of different levels to write in a variety of genres. The class forms a partnership with the community through creation of a student anthology on area history and folklore.

Contact: Patsy Mann, Creative Writing Teacher

Site: Oktaha High School

Address: P.O. Box 9
Oktaha, OK 74450

Phone: (918) 687-3672

Target Audience: Students in grades 10-12. Oktaha is a rural K-12 school with a total enrollment of 440 students.

NEEDS

This class fulfills the need for:

- More interaction and creativity than is possible in a standard writing or English class.
- An opportunity for students to explore different genres while maintaining an organized approach to the writing process.
- A course which enhances a curriculum with a strong emphasis on writing.
- Development of student awareness and appreciation of their community through research and writing.

DESCRIPTION

Oktaha's Creative Writing class has four primary objectives:

1. Improve student writing ability and fluency.

2. Increase students' self-acceptance through daily journal writing.

3. Improve students' critical thinking skills through the use of the writing process method.

4. Familiarize students with writing in different genres.

With the teacher as a facilitator, students go through the following steps:

Journal writing - Students write in journals for ten minutes daily to increase their writing fluency.

Pre-writing - Students receive an assignment from the teacher and proceed to brainstorm, organize ideas, and prepare work banks and sensory charts. Research is conducted as needed through reading and interviews.

Drafting - Students organize and write pieces in accordance with guidelines specified by the teacher.

Revising - Students work in small groups to evaluate each others' writing and make suggestions for improvement.

Editing - Students go over their own work to eliminate errors in spelling, grammar and writing mechanics.

Sharing - Students read their work aloud to the class.

Students complete assignments at their own pace. The teacher monitors each stage of students' work and offers assistance and guidance on an individual basis. All steps of the writing process are recursive, allowing students to return to any step as needed. Students are given evaluation criteria prior to each assignment. Characteristics of "A," "B," "C" and "D" work are outlined.

The course is organized on a yearly schedule in which students attend the class for 45 minutes daily. In the first semester students develop their writing skills in genres such as narratives, poetry, interviews, short stories and drama. In the second semester the class members participate in special projects and also complete exercises in rhetoric and logical thinking. Special projects include:

Literary Magazine - The class creates a magazine about the history and people of their community. Students generate article ideas, investigate sources, conduct interviews and research, and produce works (of any genre) for inclusion in the magazine. Subjects have included local ghost stories and nearby Civil War battle sites.

Poetry Quilt - Students write poems about what they learned and experienced during the community research project. The poems are written with calligraphy pens on fabric squares, then assembled in a colorful quilt.

1988-89 is the second year the Oktaha Creative Writing class has been offered. In 1987-88 the class had 13 members, and it currently has eight members. The teacher attributes the decrease in class size to scheduling problems, and she expects larger classes in the future. She says ideal size for this particular type of class would be fifteen to twenty.

IMPLEMENTATION

Training - Any teacher implementing this course must have thorough knowledge of the writing as process method. This instructional method is promoted by the National Writing

Project through area projects. Oktaha teacher Patsy Mann is available for inservice presentations on setting up a Creative Writing class modeled on hers.

Materials - No single basic text is used, but state-adopted books are available in the classroom. Other books which contain models of good writing in different genres are used. For conducting interviews, tape recorders and cassette tapes are very helpful. Typewriters or computers are needed for production of the literary magazine.

Setup - If a teacher is completely familiar with the writing as process approach, it would take approximately three weeks to prepare for the course.

Partnership - The Oktaha Historical Society provided the Creative Writing class with pocket recorders and cassette tapes for their interviews in the community research project. The Society was also a source of information and ideas for this undertaking.

ASSESSMENT

Students in the Oktaha Creative Writing class have scored high on state mandated tests in writing, and they show increased enthusiasm and ease in writing. Two students in the class placed first and one received honorable mention in state-wide writing competitions.

Students who have participated in the class have won ten additional regional or state-wide writing contests. One student was the only double state winner in the Oklahoma Council of Teachers of English annual contest.

Last year's literary magazine received a rating of "excellent" from the National Council of Teachers of English.

CRITICAL ANALYSIS AND THINKING SKILLS PROGRAM

Critical Analysis and Thinking Skills (CATS) is a structured process for teaching critical thinking, reading and writing. The program teaches students to define problems, research critically, make rational decisions, and write effectively from research information. This is a supplementary program used in conjunction with language arts, social studies and related classes. This program was recognized as an exemplary program by the U.S. Department of Education. CATS is validated by the National Diffusion Network.

Contact: Terry Applegate, Keith Evans

Address: 4988 Kalani Drive
Salt Lake City, UT 84117-6421

Phone: (801) 466-9365

Target Audience: Students grades 9-12. Frequently used for gifted students.

NEEDS

The CATS program fulfills the need for:

- Teaching students a structured, practical method of investigation and problem solving which can apply to all content areas.
- Use of the process writing method as a logical extension of critical thinking.
- A program in which students are actively involved in learning and apply what they have learned.

DESCRIPTION

The CATS program, which is 12 years old, is in use in 45 states. The program content, scope and length are flexible and can be set by the teacher.

In CATS sessions, classes are divided into groups of five or six students. The teacher introduces an issue which is basically two-sided, such as the adoption of a school dress code, or the bombing of Hiroshima and Nagasaki. This topic can be chosen by the teacher or selected from samples provided by CATS. The students' assignment is to reach a "pro" or "con" decision about the issue, and present the decision in a persuasive essay.

Students conduct research using texts, lecture notes, films, and primary sources. In their development of a solution, student work must meet four rules: precise definition of the issue, use of a wide range of information, use of relevant and important information, and use of credible sources.

After research is completed, students follow a seven-step process, using outline worksheets provided by CATS.

1. *Defining the Issue* - Students break the issue down into components; they identify and clarify any words or concepts they do not understand.

2. *Addressing Areas of Concern* - Using a wide range of information, students identify the areas of concern such as legal, economic, and moral.

3. *Predicting Consequences* - Students list likely results of different solutions, and their pros and cons. Consequences are categorized as positive and negative, and classified under areas of concern. Inferences and projections must be reasonable and have a basis in the research information.

4. *Prioritizing* - Students identify the main conflict and select the three most significant pros and cons.

5. *Assessing sources* - Students assess the sources of information for credibility, using a Confidence Rating Scale developed by CATS. Criteria for assessment include expertise, vested interest, and agreement among experts.

6. *Deciding* - Based on the information from the previous steps, each student takes a "pro" or "con" stand on the issue. Students consider objective and subjective factors when making their decisions.

7. *Writing* - Students write persuasive essays from the prewriting exercises they have completed. The essays must:

    a. introduce the issue and the decision it necessitates.

    b. present the possible solutions and their components.

    c. discuss the pros and cons of each side, citing sources and noting their credibility.

    d. resolve the conflict and restate the decision.

IMPLEMENTATION

In order for the program to be effective, CATS projects should be undertaken by the class four to six times a semester. The length of time for each project depends on the research and writing assigned by the teacher; final projects can range from a five-paragraph essay to a lengthy research paper.

Materials - The required materials are included in an instructional package containing one book and eleven manuals. The price of this package is $40. The manuals are revised frequently to keep up with changes in the CATS program.

Training - Initial training is provided in a six-hour workshop. Follow-up services include monitoring by phone, mail or site visit. Additional training and certification of trainers and sites for CATS training are also available. CATS welcomes feedback from all participants, as their input is used in further developing the program.

Costs -	Technical Assistance	$250.00
	Expenses (Air, Lodging, etc)	Actual Cost
	Materials	$40/pkg

Setup - The program developer states that the CATS program can be implemented within one week after training is completed.

ASSESSMENT

A 24 item pre-test and post-test has been developed by CATS to measure application of the CATS procedures. The test has been taken by several thousand students; the results showed significant gains to the .001 level.

According to the program developer, teachers are easily able to identify the work of CATS users because of their concise, organized, and thoughtful writing.

Students involved in CATS have become active participants in their communities as a result of the class projects. After studying local issues, many students write letters to the editor or speak before the city council to make suggestions for changes. One class wrote a proposal to the United States Congress regarding a controversial tax issue they had studied in class. Senator Jake Garn, R-Utah, thought so highly of their work that he had it published in the Congressional Record and recommended that his colleagues read it. Among those who read the students' analysis and wrote to praise them were: Senator Orrin Hatch, Federal Reserve Chairman Paul Volcker, and Budget Committee Chairman James Jones - D, Oklahoma.

CULTURAL LITERACY PROJECT

This elementary school has implemented E. D. Hirsch's cultural literacy ideas to stress the importance of learning. The school also used Fry's 1985 edition of the *New Reading Teachers' Book of Lists* to facilitate the program in which each grade level focuses on an area of cultural literacy. The U. S. Department of Education recognized the school in the 1987-88 Elementary School Recognition Program.

Contact: Mrs. Mona F. Navarro

Address: Marie B. Riviere Elementary School
1564 Lake Ave.
Metairie, LA 70005

Phone: (504) 835-8439

Target Audience: Students in grades K-5.

NEEDS

This program fulfills the need for the knowledge of geography, historical dates, vocabulary words, and characters of books that every literate person should know, as defined by E. D. Hirsch.

DESCRIPTION

Marie B. Riviere Elementary has approximately 280 students in grades K-5. The majority of students are from white middle-class families, but there are also many foreign students whose parents are studying in the area. Disadvantaged minority students make up about 30 percent of enrollment.

Every grade level participates in the program, with each level focusing on some aspect of cultural literacy. The faculty recognized the need to upgrade the curriculum in the public school to match that of the local private school. This program addresses reading, writing, and thinking skills that should be acquired by all students. The kindergarten targets nursery rhymes. After reading and drawing the pictures based on the rhymes, students memorize the rhymes. The first graders read poems and fairy tales, both of which are memorized. The second and third graders concentrate on a selection of Caldecott books. Third graders also perform skits

based on their favorite books. Parents are sent a list of books that their children can read at their leisure. The fourth grade studies allusions and proverbs. The fifth graders study American history through historical speeches and historical facts. Sixth graders illustrate proverbs, use synonyms and act out favorite expressions. Teachers use motivational techniques with weak readers, such as putting story titles on tennis shoes around the school walls as children finish reading a story.

This revision of the curriculum helps prepare the students for middle school. The children enjoy reading so much that when waiting for the bus after school, which can take anywhere from 20 minutes to an hour, they take out their favorite book and read.

IMPLEMENTATION

Marie B. Riviere Elementary School initiated the program in 1986. Hirsch's books were purchased and read by the staff. They met and decided that each grade level would focus on a certain area of cultural literacy. The school also purchased Fry's book, *New Reading Teachers' Book of Lists*, which gives a list of books with which elementary level teachers should be familiar. The cost for this program is the cost of these two books. After the books are purchased, it takes approximately two weeks for the staff to read and familiarize themselves with Hirsch's basic ideas on cultural literacy.

ASSESSMENT

Since the cultural literacy program started, the students check out more books at the library. No test scores have been given to evaluate the program, but the students read more in their leisure time, and the library circulation has increased. In addition, the students are better prepared for middle school and tend to be more active in clubs and in organizations during middle school. The program directs the students and helps them see a clear purpose for learning. This program has a dual effect: it raises the teachers' level of consciousness, as well as the consciousness of the students about cultural literacy.

EAST LAS VEGAS FOLLOW THROUGH

The East Las Vegas Follow Through is a special curriculum set in a model school and designed for high-risk elementary school students. The curriculum is a total program with highly structured systems for teaching reading, math and language. It was approved by the Joint Dissemination and Review Panel of the U.S. Department of Education in February 1981 and is a member of the National Diffusion Network (NDN).

Contact: Anne Costello, Director

Address: East Las Vegas Follow Through
Las Vegas City Schools
901 Douglas Ave.
Las Vegas, NM 87701

Phone: (505) 425-5279

Target Audience: All students grades K-3.

NEEDS

The East Las Vegas Follow Through program fulfills the need for:

- Providing highly-structured curriculum to meet the needs of at-risk students.
- Providing an ongoing monitoring system for student performance.
- Offering courses in the Spanish language and culture.
- Including parents in the educational process.

DESCRIPTION

The East Las Vegas Follow Through is set in a model school called Paul D. Henry School. Student enrollment is approximately 380 with 70 percent of students from Hispanic background and 60 percent of low economic status. All students in the school participate in the program.

The program curriculum is a combination of structure, free interaction and hands-on experiences. The basic curriculum is based on the Distar direct instruction system which is highly structured. Each subject is then supplemented with other materials and activities.

In reading, students follow the structured syllabus supplemented with a basal series and works of literature. Students work 90 minutes a day on oral and silent reading. Instruction continues with extended reading in the home. Parents are trained in general workshops by teachers and are invited to visit classes to see the instruction firsthand.

In math students also follow a structured syllabus with a basal series and the frequent use of manipulatives. Students are also taught Spanish at Paul D. Henry and study the Hispanic culture.

The program's philosophy is that by alternating between structured lessons, free interaction and hands-on activities, teachers are not confined to one method of instruction and are able to reach more students through the different ways in which they learn.

The East Las Vegas Follow Through also has a monitoring system under which students are tested every six weeks to note progress or lack of progress. Students who score low on these criterion-referenced tests repeat the lesson. Through this system any problems students are having with subjects are discovered early enough so that students do not get far behind.

IMPLEMENTATION

This program began as a Follow Through program in 1968 when the Las Vegas City School System was searching for a way to upgrade the district.

Engelmann and Becker at the Universities of Illinois and Oregon developed the East Las Vegas model as part of Project Follow Through, which was designed to study the effects of varying educational models on children in grades K-3. Researchers then chose the Las Vegas School System as a prime site to implement the program.

Teachers in the model school receive special training in evaluation of student progress to determine when mastery of skills occurs. Effective correction and motivation techniques are also studied. A positive approach to teaching is emphasized.

The East Las Vegas program is also an example of a university/school partnership in that the Washington Research Institute at the University of Washington at Seattle acts as model sponsor. The Institute is responsible for staff development and dissemination efforts. It provides ongoing in-service training through frequent monitoring and staff meetings.

Although Follow Through still funds East Las Vegas, during the 1988-89 school year the program underwent a restructuring which switched funds from the district level to the school in which the program was implemented. The school then took on the status of a "model" or "demonstration" school. The grant to implement this structure will cover three years.

ASSESSMENT

When the East Las Vegas Follow Through was first implemented in 1968, the district had an annual average of 25 percent of students performing at grade level on the CTBS tests. Since then scores rose steadily and the district

now has between 80 to 90 percent of its K-3 students making the 50th percentile or above in math and reading.

Teachers of the later grades noticed a substantial improvement of student preparation and achievement. Parents have also expressed satisfaction at being included in the educational process. In a yearly comparison among 13 New Mexico schools, Las Vegas City Schools scored highest with test averages for grades 3, 5 and 8. The district also had the lowest dropout rate.

Coordinators hope to get funding in the future in order to do a long-term, follow-up evaluation of the program.

FIFTH EDITION

The Fifth Edition is a monthly page in the local newspaper (the News-Herald) which is written, illustrated, edited and laid out by 5th grade students. The project, which is part of the language arts course, teaches students the writing process through practical application.

Contact: Lynda Stevenson, Teacher

Site: Owen County Elementary

Address: Route #4, Box 61
Owenton, KY 40359

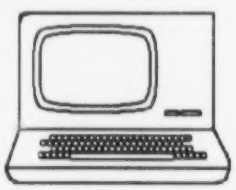
Phone: (502) 484-3427

Target Audience: Students in grade 5, heterogeneous grouping. Used in a rural school.

NEEDS

The Fifth Edition fulfills the need for:

- A project which supplements a writing-based curriculum.
- Instruction in the writing process, with a highly visible result.
- Student exploration of the school and community through interviews.
- Increased publicity about the school through the local newspaper.



DESCRIPTION

Owen County Elementary is a rural school with a total enrollment of about 860, kindergarten through 5th grade. The Fifth Edition project has been in place since 1985, and 40 5th grade students (two classes) are involved in 1988-89. The project lasts through one school year, with eight editions produced.

Students work on newspaper assignments daily during the language arts period, during recess, and before and after school. The project

starts with the language arts classes studying newspapers, how they work, and the kinds of material they print. Students are introduced to the concepts of pre-writing, interviewing, writing, and editing. Employees of the local paper visit the class and explain their jobs.

Pre-writing - Students brainstorm in groups to conceive story ideas and plan articles with the help of the teacher. Students interview people in the school or the community, and conduct any necessary research. For short stories, students outline their work before starting to write.

Peer editing - Students write drafts of articles, which are taken to editing groups where students evaluate each others' work and give suggestions for improvement. Articles are re-written to incorporate suggested changes and correct any errors in writing mechanics.

Evaluation - Edited pieces are turned in to the teacher, who may request another re-write. Students do not receive a grade for their newspaper work.

Formatting - The teacher then takes the collected writing to the News-Herald offices, where the articles are typed up and printed on strips of paper. The school's newspaper partner presents the teacher with these strips and a blank layout page.

Layout - Students lay out the stories on the page, along with headlines and illustrations. The completed page is taken to the newspaper.

From planning to printing, the students' part in the newspaper project takes about three weeks for each issue. Deadlines must be met for each stage of the process.

Besides interview articles, the Fifth Edition includes short stories and poems. One department called the "Imagination Station" solicits writing from students in all grades; the best pieces are chosen by the fifth graders for publication.

IMPLEMENTATION

Partnership - Newspaper space, staff time, and materials are provided at no charge by the local newspaper. The issue containing the Fifth Edition is always a big seller; parents and grandparents make sure to buy a copy.

Development - Owen County teacher Lynda Stevenson instituted this program with thorough knowledge of teaching the writing process, but little background in newspapers. She visited the newspaper several times to find out about its operation and learn what was required of her class to produce the Fifth Edition.

Setup - The Fifth Edition project took about one month of initial planning by the teacher, newspaper partners, and students.

ASSESSMENT

The teachers involved in the Fifth Edition note a marked improvement in their students' writing. The newspaper activities teach students to write in an organized manner and to keep the audience in mind. Teachers of later grades have commented on the high quality of writing by students who were involved in the Fifth Edition.

Students become meticulous writers by learning the writing process through this project. Their standardized test scores in writing mechanics have increased. Students who work on the Fifth Edition are less likely than others to turn in sloppy or late work.

Through their work on the Fifth Edition, students have not only learned to write, but they have also brought about changes in their school. The students launched successful print campaigns to change school lunch menus and create a computer lab. These undertakings involved extensive research and interviewing, as well as persuasive writing.

GIFTED MATH PROGRAM

This is an accelerated, tuition-based math program designed to replace regular school math courses for students gifted mathematically. The University of Arkansas at Little Rock and the school districts of Little Rock and Pulaski County work jointly to design and promote the program.

Contact: Kathy Briggs, Gifted Programs

Address: University of Arkansas at Little Rock
Gifted Programs
2801 S. University Ave.
Little Rock, AR

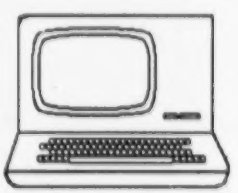
Phone: (501) 569-3411

Target Audience: Eligible students in grades 2-8.

NEEDS

The Gifted Math Program fulfills the need for:

- Identifying and providing instruction for gifted math students.
- Allowing gifted students to study math with their intellectual peers.
- Providing gifted math students access to computers.



- Involving the community in the educational process.

DESCRIPTION

The Gifted Math Program, in its fifth year, reaches approximately 200 students in five elementary sites and two junior sites. The program maintains a 50/50 male-female ratio and has three physically-handicapped participants this year.

In its fourth year the program underwent a switch from a grant-funded to a tuition-based format. Since the change the percentage of minority students participating in the program dropped from 45

to 35 percent despite the fact that several scholarships from various outside sources were made available.

Students eligible for the program are identified through recommendations made by a teacher, principal, parent or the students themselves, especially at the junior high level. Applications are then sent to potential participants. One form must be completed by the school, one by the parents, and one by the student. Program workers then test all applicants in math and problem-solving ability using the computation and concepts subtests of the Sequential Tests of Educational Progress (STEP).

A committee of program personnel makes the final selections based on applications and test scores. A list of alternates is also compiled.

The Gifted Math Program's curriculum is divided into three different components: acceleration, enrichment and the use of microcomputers.

At the elementary-school level in grades 2-6 students meet after school at the UALR campus site or the Rose City Junior High site twice a week for two hours. One hour is spent in the computer lab where students work individually on basic math skills using computer-managed instruction. Students also work in groups of two on programming using enrichment software, such as LOGO, that correlates with classroom lessons.

The other hour is spent in the classroom where students use manipulatives, do various enrichment and problem-solving activities and are introduced to advanced math topics. Students also participate in many math competitions such as the Math Olympiad.

The program also offers a Pre-Algebra course open mainly to sixth graders. This course seeks to bridge the gap between the elementary and secondary levels. Classes study accelerated pre-Algebra and math study skills and enrichment activities are used to introduce new concepts. BASIC and LOGO programming are also used as well as other educational software.

To enter the program at the secondary level, a three-week summer orientation is required. After the orientation, a final student selection is made. At the secondary level, course acceleration is rapid. Students complete Algebra I and II in their first year, Geometry in the second year, and Trigonometry and Math Analysis in the third year of the program.

Microcomputers are used to teach programming in BASIC and for computer-assisted instruction. Courses are similar to college classes in that students are given syllabi at the beginning of the year and are allowed to work ahead. After completing Trigonometry and Math Analysis, students are prepared for Advanced Placement Calculus at their schools or for university math courses.

Tuition for all Gifted Math Program students is $425 for the school year and $100 for Summer Orientation with transportation provided by parents.

Through its partnership with the math program, the University of Arkansas at Little Rock funded the remodeling needed for the computer laboratory and a suite of offices in addition to providing administrative support and allocating resources, equipment and faculty in support of the project.

The school districts have shown their support of the project by assigning key administrative personnel to serve on the advisory committee,

releasing teachers for additional training, allowing the program to replace the math classes offered by the school, and accepting the math grades given by program staff.

IMPLEMENTATION

The program was originally begun and funded with a grant from the Winthrop Rockefeller Foundation. An advisory committee was formed when program planning began. This group is composed of representatives from each of the supporting school districts, university faculty from various colleges, a State Department of Education math specialist, and parents.

Curriculum was developed by the program director and teaching staff with some help from outside consultants. *An Agenda for Action: Recommendations for School Mathematics of the 1980's* (1980) written by the National Council of Teachers of Mathematics served as a basic guide to initiate the curriculum development process.

During the program's first year, enrichment modules were developed by the program staff. In the second year, it became evident that a scope and sequence in each area of the program (acceleration, enrichment, and computer programming) was needed.

In the fall of 1987 the grant period ended, and the program switched to a tuition-based format. Program coordinators determined that tuition should be set at $425 in order to operate on a cost-recovery basis.

Because there had always been a bigger demand at the elementary school level than could be funded by the grant, the number of elementary school-aged participants doubled under the new format. The secondary level of the program became primarily the pre-algebra course with other courses offered as needed.

ASSESSMENT

Each year program coordinators conduct pre- and post-testing for the program participants. The results from each year have shown that students gain an average of two years' growth in one year. Students who were the first to participate in the program are now in their senior year high school. The staff hopes to follow up after their graduation.

In October 1987 a formal program evaluation was made by a UALR professor. In the evaluation the Gifted Math students were tested and surveyed, and the results were compared with equally bright students not served by the program.

The comparison revealed that the Gifted Math students had significantly higher results in computation and basic concepts in math as well as in problem solving. Furthermore, in answering a survey question which asked students to compare their math class with what they wanted out of a math class, Gifted Math students showed a much closer correlation than did non-participants.

For the future, program staff would like to see the program worked into school day hours.

HIGHER ORDER THINKING SKILLS (HOTS) PROJECT

This elementary school has implemented Stanley Pogrow's HOTS program to replace drill and practice on computers as the regular Chapter 1 program. The HOTS program combines the use of Apple II computers with special teaching and curricular techniques to increase students' thinking skills. This program is now part of the National Diffusion Network.

Contact: Linda D'Amour

Address: Lockwood Elementary
Clovis School District
Clovis, NM

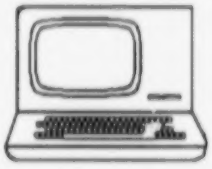
Phone: (505) 762-5708

Target Audience: Chapter 1 students in grades 4-6; accelerated students in grades K-3.

NEEDS

The HOTS program fulfills the need for:

- Identifying and assessing the needs of educationally deprived students.
- Providing a mentally challenging curriculum.
- Providing a fun, comfortable environment in which to learn.
- Creating a positive reputation for a Chapter 1 program.



DESCRIPTION

Lockwood Elementary has approximately 400 students in grades K-6, 45 percent of whom are minority and 58 percent of whom are economically disadvantaged.

Fourth, fifth and sixth graders who are found to be economically and educationally deprived qualify for Chapter 1 and are placed in

HOTS classes. Classes have a mixture of grade levels and a total of eight students.

There is also a HOTS class at Lockwood for second and third graders who have high achievement test scores and are far ahead in their courses.

The main goals of the HOTS program are:

- To challenge students intellectually.
- To motivate students to learn.
- To increase various key skills in measurable ways.
- To increase self-confidence.
- To increase future opportunities for elementary-level students in the information economy which they will be entering.

The HOTS curriculum helps students develop fundamental thinking skills necessary to analyze organizing strategies for problem-solving situations.

Teachers present students with a situation such as landing a hot air balloon. The lesson begins with a ten-minute pre-teaching section. Socratic dialogue between the teacher and students bring up familiar concepts that can be used to help land the balloon.

Students then go to the computers to write out their strategies and test landing the balloon according to their plan. At the end of the lesson, there is another class discussion in which students share ideas, show how they landed their balloons, or discuss how some students could have improved their strategies. Because the program focuses on process rather than product, it does not matter if a student was able to land the balloon or not as long as the student can articulate well, both orally and on paper, a plan for landing it.

Each lesson correlates with particular commercial software such as Printshop, Moptown Parade and Oregon Trail to name a few. The programs' highly structured teacher's manual recommends a certain number of days for each lesson. However, Lockwood teachers have found they may extend the number of days because lessons may lead into other valid questions and concepts students may want to explore.

A lot of drama is built into the curriculum to make lessons more visual and enjoyable. Teachers act more as performers and coaches than instructors and lecturers. During the beginning of the year at Lockwood, HOTS students buried their "I can'ts." The students made lists of everything they felt they were incapable of doing. Then they placed them all in a cardboard casket and had a formal funeral complete with pallbearers, a preacher and a hearse to pick up the casket.

Furthermore, to take away the stigma of being a remedial learner, HOTS students and staff put up posters around the school that say "HOTS Kids Think Smart" or "Metacognition is Happening Here."

IMPLEMENTATION

Lockwood implemented HOTS in the 1987-88 school year. By applying Chapter 1 funds, a trainer from Minnesota was hired to come to the district for a week and train Chapter 1 teachers. Transportation, food and lodging were also covered by the district.

Costs range from $450 to $600 per teacher with principals, coordinators and aides attending free. A follow-up training is recommended for the winter of the first year. Also during the second and third year of support the cost is $350 per school which also includes curriculum updates, second year curriculum and a newsletter. This is offered free for subsequent years.

The biggest expense of the program is the hardware and software. A minimum of nine Apple IIe or GS computers is recommended plus a list of required software and books totaling approximately $750 for the first year, $450 for the second year.

ASSESSMENT

In the first year of the program, Lockwood fourth graders had an average gain of 12 NCEs per student on the CTBS test and 63 percent tested out of the program. Fifth graders had an average gain of 5.6 NCEs per student and 40 percent tested out of the program. Sixth graders had an average gain of 4.8 points and 33 percent tested out the program.

HOTS students are also more self-confident. In their regular classes teachers have remarked on how HOTS students have suddenly taken over group discussions whereas before they never wanted to talk.

During the school's annual Invent America invention fair, both the fourth and fifth grade first place winners were HOTS students.

Furthermore, during the 1986-87 school year only one percent of the Chapter 1 parents attended parent conferences; in 1987-88, the first year of HOTS, 93 percent of the parents attended conferences.

HOME INSTRUCTION PROGRAM FOR PRESCHOOL YOUNGSTERS (HIPPY)

In Arkansas, HIPPY prepares economically disadvantaged pre-school children for a successful start in school by providing their parents with home instruction on how to teach their children. Paraprofessionals, who are trained tutors, come into the home and use role-playing as a method to teach the parent how to teach the children. Mothers or fathers are expected to work with their child for 15 minutes/ a day, five days/ a week, 30 weeks/ a year for two years. The HIPPY program was recognized by the Education Commission of the States' Survey of State Intitiatives for Youth at Risk.

Contact: Ann Kamps, First Lady's Assistant,
State HIPPY Coordinator

Address: Office of the Governor
State Capitol, Suite 205
Little Rock, AR 72201

Phone: (501) 682-2345

Target Audience: Disadvantaged 4 and 5 year old children.

NEEDS

The HIPPY program fills the need of the educational reform bill passed by the Arkansas legislation in the middle of the 1980's that each grade level should achieve mastery level set by the state. HIPPY prepares preschool children by sending specially trained tutors into economically disadvantaged homes in which a single parent, often a female with minimal education, is likely to have problems getting her preschool child ready for the classroom. The paraprofessional trains the parent how to prepare the child with the proper skills needed to be successful when the youngster starts school.

DESCRIPTION

HIPPY is modeled after a successful program developed in Israel in 1969 by Dr. Avima Lombard at Hebrew University to educate

immigrant children, 50% of whose mothers were illiterate. Today, successful HIPPY programs exist in Canada, Chile, Holland, Turkey, and seventeen communities in the U.S.

HIPPY is uniquely designed to help economically disavantaged children by training parents through role-playing methods. A paraprofessional comes into a home and role plays with the parent for each lesson. The parent then works with the child in the privacy of their home.

The theory behind HIPPY is that children learn best when they are taught in a loving environment, the home, by their parents. The key element is the parent-child caring relationship that emerges through interaction. HIPPY also teaches the parent that parents are the child's first and primary teacher and provides them with a solid curriculum for the child.

Parents and their children do a series of exercises to help the children recognize objects, shapes, colors, numbers, and letters. They also learn concepts like "above" and "below." The foremost idea of HIPPY is that a negative response is never given by the mother. If the child makes a mistake or fails to respond, rather than scolding the child, the parent proceeds to give the correct answer. This type of environment instills in the child that learning can be a positive experience; thus, the child looks forward to going to school.

Once every two weeks the parents attend meetings to share problems and new insights that they may have. Here the parents may receive story books with related worksheets. They are expected to read two to three pages at a time, pointing to the related pictures in the book.

IMPLEMENTATION

U.S. federal regulations prohibit Head Start money from being used for programs for 5-year-olds in school districts that already have functional kindergartens. Therefore, funding for the HIPPY program is often not available except through local organizations like the National Council of Jewish Women, which first sponsored HIPPY in the U.S.

The Arkansas HIPPY Coordinator will present information about HIPPY and help interested communities raise funds through local organizations, Private Industry Councils, or the local school district. Many Arkansas HIPPY programs are funded through the JPTA (Job Partnership Training Act). A community may send a person to go to Israel to study the program in a yearly summer workshop. This person will then spend three days training coordinators, who, in turn, supervise the program and its paraprofessionals. The paraprofessionals go into the homes of 10 to 15 families on a weekly or biweekly basis to work with the parent.

ASSESSMENT

The HIPPY program has had many positive effects for children and their parents, particularly single-parent mothers. Kindergarten teachers comment on how HIPPY children know their colors and shapes, how they hold a crayon, and listen to stories. The children are happier about going to school. The growth of the mother is also important. Such growth may include: increasing self-esteem; going back to school; going to literacy counseling, getting a GED; going to adult education; or going to vocational training. The mothers, in turn, are very responsive to their children's and their own need for a good education.

Preliminary results on the Metropolitan Achievement Test have been good, but there is not adequate funding to do extensive post testing. Initial testing in one school district in Arkansas showed a 33-month average gain by children in 16 months of HIPPY participation. In the fall of 1986, six percent of the children in that district entering HIPPY tested average and none tested above average. In the spring of 1988, 74 percent of the children in the second year of the program tested average or above. In addition, a survey has been developed so the kindergarten teachers can evaluate their HIPPY Students.

IBM WRITING TO READ

Writing to Read program developed by Dr. John Henry Martin is an effective tool to teach children how to read and write. By the time students enter school, they already possess two important prerequisites for learning, curiosity and a basic level of communication skills. Writing to Read is a computer-based instructional system that helps teachers to tap into these resources. Building on each child's natural language growth, Writing to Read teaches children how to read by teaching them to write. Using 42 phonemes as building blocks, children discover that the sounds of speech can be made visible in writing through the use of the computer. By the end of the program, most children can spell phonemically any English word they can say.

Contact: Carol Stevenson, Principal

Address: Columbus Elementary School
Post Office Box 210
Columbus, NM 88029

Phone: (505) 445-9851

Target Audience: All first grade students.

NEEDS

This program fulfills the need to teach writing and reading skills to first grade students. Currently, IBM Writing to Read lab is only used with the first graders in this school due to the limited amount of resources.

DESCRIPTION

Columbus Elementary School in the Deming School District, consists of 99% Hispanic, economically disadvantaged students. This school is located in a small rural village three miles from the border of Mexico. Many students are American-born who reside in Mexico but cross the border to come to school.

This method builds writing and reading skills before a child has mastered the intricacies of spelling. Using a phonetic spelling

system, Writing to Read encourages students to focus on how individual letters represent sounds which produce words, and how words form sentences. The system not only helps students build writing and reading skills, but also it stimulates imagination and encourages a basic desire to learn.

For one hour a day, children come to a classroom dedicated as a Writing to Read learning center lab. They use a variety of equipment, especially the IBM Personal Computers with speech capability and various educational materials organized into five learning stations. The five stations are: a computer station; a work journal station; a listening station, where the student listens to computer-generated words and sounds and then types and recites each word; a writing and typing station, where the student creates a story; and a game center station. Teachers are the educational managers, monitoring each student's progress and assisting with individual learning needs. These needs are determined as children progress at their own pace. Students are further motivated to learn by working side by side with their peers on the game portion of the program.

IMPLEMENTATION

Columbus Elementary applied for a federal grant through the Emergency Immigrant Program to fund the Writing to Read program. The school was granted $8000 to purchase 11 computers complete with a software package. Teachers can add to the software as they wish. A week's training by an IBM representative provides the coordinator with the information on the pre-packaged program. IBM personnel are available to assist with any future problems and any questions the school may have.

ASSESSMENT

The IBM Writing to Read program appears to be effective in teaching writing and reading skills. The Gates McGinity Comprehension Test showed that 95% of the children were reading at grade level after a year of the program, which is an unusual occurrence for these mono-lingual Spanish speakers. The children are also more confident of their abilities and are doing better in their other classes. While the program, when it was devised, was not intended to be used with children whose language was not English, it is now being used in nine foreign countries to teach students English.

The Educational Testing Service (ETS) conducted a national evaluation in 1984 and produced some interesting findings. Writing to Read children tended to exceed national norms in reading and writing gains; they also did just as well on standardized spelling tests as children taught in the traditional way. Since ETS validated the program nationally in 1984, many schools, including Columbus, have completed their own evaluations, which substantiate the ETS findings.

IMPACT: IMPROVE MINIMAL PROFICIENCIES BY ACTIVATING CRITICAL THINKING

IMPACT is a staff development program designed to directly infuse critical thinking skills into and across content areas. The program trains teachers to identify the critical thinking skills involved in content area activities, and teach these thinking skills with structured lessons developed by IMPACT. Teachers are trained in behaviors which activate student use of critical thinking. This program is validated by the National Diffusion Network and sponsored by Phi Delta Kappa. It was approved by the California State Board of Education as an exemplary program.

Contact: Dr. S. Lee Winocur, Developer and Administrator

Site: Center for the Teaching of Thinking

Address: IMPACT
21412 Magnolia Street
Huntington Beach, CA 92646

Phone: (714) 964-3106

Target Audience: Effective for grades K-college, validated for grades 6-9. Used with a wide range of students, including remedial, gifted, deaf, and bilingual. Has been implemented in rural schools.

NEEDS

IMPACT fulfills the need for:

- Time-effective lessons which cover content area material and critical thinking skills.
- A method which utilizes the school's established curriculum, and adapts to all content areas.
- Learning experiences which emphasize reasoning and good judgment.
- Active student involvement in tasks that range from concrete to abstract.

- Addressing different learning styles through adaptation and variation of models.

DESCRIPTION

IMPACT was developed in 1979 as a remedial program for students in grades 7-9, but has since been expanded to reach a wide range of ages and developmental levels. The program currently reaches approximately 120,000 students nationwide; several entire school districts have adopted IMPACT.

IMPACT is based on the assumptions that teaching skills can be taught and learned, are interdisciplinary in nature and basic to the learning process. Interaction among students and teachers is an important element of the program.

The instructional approach of IMPACT has three components: a universe of 22 critical thinking skills; a model lesson format; and 10 teaching behaviors that encourage students' critical thinking.

Teachers normally use IMPACT twice a week in tandem with regular class assignments. The teacher first identifies the critical thinking skills needed for a particular content-area lesson; these skills include perceiving, conceiving, analyzing, questioning, inferring, logical reasoning and evaluation.

The teacher then introduces and reinforces these skills through formatted activities which use the IMPACT method, such as worksheets, discussion exercises, research, art work, and dramatic presentation. The teacher chooses an activity which is appropriate to the subject at hand and the students' learning styles. Sixty model lessons are provided by IMPACT; each lists the critical thinking level, targeted skills, objectives, prerequisite skills, Bloom's Taxonomy level, and required materials. The model lessons are available only for math and language arts but are easily adapted to other content areas. For additional work in critical thinking skills areas, there are Home Enrichment Learning Packets (H.E.L.P.) for students to complete on their own.

The delivery of instruction is enhanced by the teacher's use of behaviors which promote students' critical thinking. These techniques are taught in the training workshops and include cuing, probing, and reflection with wait-time. IMPACT recommends that teachers using the program meet weekly to discuss their progress, problems and suggestions. The IMPACT district coordinator makes visits to monitor and coach teachers.

IMPLEMENTATION

Training - IMPACT staff development consists of Level I training for classroom instruction, and Level II training for district level disseminators. Level I training normally involves two teachers and one administrator from a school attending a three-day workshop, which can qualify as one unit of college credit. Level II training is invitational, with candidates experienced in the IMPACT teaching method, planning and peer coaching. A four day seminar is required.

Introductory awareness sessions are available at no cost. The cost for Level I workshop participation is $275 per participant, with a discount for teams of two teachers and an administrator. Level II training costs $375 per person. Follow-up, technical assistance, and evaluation services are available to adopters at an additional cost.

Materials - IMPACT Manuals are included in the cost of training. The other required materials are included in a Curriculum Kit, which consists of Math and Language Arts handbooks, a filmstrip and audio tape, a wall chart, and five H.E.L.P. booklets. The Curriculum Kit costs $150; each teacher needs a kit.

Setup - According to the schedule recommended by IMPACT, 1 month should be set aside for the selection of students and teachers, staff training, and acquisition of materials. Implementation can begin immediately after training is completed and materials are received.

ASSESSMENT

The effectiveness of IMPACT has been thoroughly documented. Students' gains are measured with three tests: district proficiency tests in reading and math; the Cornell Critical thinking test, and the Comprehensive Test of Basic Skills. These tests were administered to project and comparison students in grades, using a pre-test and post-test control group design, with a seven-month interval. Summaries of the results:

Reading - Students in grades 7, 8, and 9 were tested. IMPACT students gained 27 points compared to 11 points by the control group, using scale equivalent scores. In grade equivalent scores, IMPACT students in all three grades showed growth equivalent of more than a full year in the seven-month period. Control group students averaged six months' growth. This increase in reading ability occurred regardless of the student's achievement level — abilities ranged from two years above to two years below grade level.

Mathematics - IMPACT students' growth exceeded the control group's growth in grades 7 and 9, while the scores for grade 8 were identical for IMPACT and control students. In scale score points, the IMPACT group had a mean growth of forty-seven points, compared to twenty-one points by the control group. The growth level shown by IMPACT students was equivalent to a difference of about two years, seven months.

Critical Thinking - IMPACT students in grades 6, 7, 8 and 9 showed significant gains ($p < .005$) in critical thinking ability as a result of the program. These gains took place for average and above-average students, as well as remedial students. Comparison group students in all four grades showed negative (although non-significant) growth.

Aside from test data, teachers using IMPACT note that students involved in the program become enthusiastic about learning, and are less likely to skip class. Educators have observed that IMPACT extends students' critical thinking potential and encourages them to work above their achievement level.

INSTITUTE FOR CREATIVE EDUCATION

The Institute for Creative Education's program is a cross-curriculum program which focuses on creative problem-solving in a group, with the teacher as a facilitator. Students are given a problem and go through the stages of brain-storming, forming responses, categorizing responses, identifying unusual responses, and creating a product which represents a response. This program is validated by the National Diffusion Network.

Contact: Monika Steinberg

Site: Education Information and Resource Center

Address: 700 Hollydell Court
Sewell, NJ 08080

Phone: (609) 582-7000

Target Audience: All students in grades K-12, heterogeneous and homogeneous groupings. National and state validation for grades 4-6.

NEEDS

This program fulfills the need for:

- Encouragement of creative responses to problems.
- A problem-solving element integrated into the curriculum.
- A flexible program which pulls together many basic thinking skills in an active project.

DESCRIPTION

The program uses the Torrance definition of creativity as fluency, flexibility, originality and elaboration thinking. The activities prescribed in the program are designed to develop these characteristics.

The program's goals are to:

- Promote fluent, flexible, original and elaborate responses to problems or tasks.
- Develop thinking skills and decision-making ability.
- Teach students to think rationally *and* imaginatively.
- Increase students' self-confidence in their thinking and problem-solving ability.
- Utilize the teacher as a facilitator, rather than simply an instructor.

The program can be applied to all content areas including reading, math, history, science and social studies. The program is generally used with groups of 20 to 25 students, with sessions taking place once a week. The Institute for Creative Education suggests that the program be used for a period of at least one school year.

Each session focuses on a problem which the teacher outlines to the class, such as "What could have prevented Paul Revere's ride?" or "How would you eat spaghetti without any conventional utensils?" or "How would you develop a new system of punctuation?"

Before the session, the teacher provides any necessary background information or materials. The teacher then states the problem in such a way that many different and unusual responses can be elicited during the idea generation period which follows. Together, the group goes through the following steps:

Brainstorming - Students explore various angles of the problem and generate preliminary responses.

Response - Students develop detailed responses to the problem, either orally or in written form.

Categorization - With the facilitation of the teacher, students group similar responses. During categorization the students will analyze their responses and discuss the inter-relationship of their ideas.

Tallying - The number of responses which fall into each group are tallied, and unusual or unique responses are discussed.

Product Creation - Each student creates a product based on ideas generated. Products can include models, poems, drawings, skits, campaigns, newspapers, etc.

IMPLEMENTATION

Training - Training is provided in a two-day workshop in which teachers participate in practice sessions from the student's and facilitator's role. Facilitating methods are taught, and higher level thinking skills are defined. The cost of the training consultant is $325 per day plus travel and expenses. Administrators are urged to attend an awareness session or to participate in the first three hours of teacher training.

Follow-up - A representative from the Institute for Creative Education makes a follow-up visit to the teacher about six weeks after training. This representative observes a session and has a conference with the teacher to discuss any difficulties or questions, give advice, and gain feedback for future development of the program. The cost of the follow-up visit is $325 per day plus travel and expenses.

Materials - One book is required for implementation of the program. The ICE curriculum

manual includes 250 problems/lessons listed in sequential levels; the cost is $60 plus shipping. Also available are an administration manual, an evaluation manual and a parent/citizen brochure.

Setup - Teachers can usually begin implementing the program immediately following training.

ASSESSMENT

Questionnaires are filled out by teachers and parents at the end of the year regarding their perception of the program's effectiveness. The survey results have consistently shown that teachers see improvement in students' thinking ability, communication skills, vocabulary and ability to make connections as a result of the program.

The figural form of the Torrence Test of Creative Thinking can be used as a pre and post test. This test should be scored by an independent scoring service to ensure objectivity. The Williams Creativity Assessment Packet can be used as a post test.

The Torrance Test of Creative Thinking (Figural - Form A pre, Form B post) was administered to Project ICE students and comparable control students. The California Test of Mental Maturity (Short Form) was also administered to all students. The data analysis procedure involved a comparison group controlling for difference in pretest score, IQ and other variables. Project ICE students in grades 4, 5 and 6 significantly improved their creative thinking abilities in the areas of flexibility, originality and elaboration beyond the .05 significant level.

KENOSHA MODEL

The Kenosha Model employs an experiential approach in which students undergo an experience, speak about it, write about it, read others' work and have their own work read by others. This program is validated by the National Diffusion Network.

Contact: Tom Zuhlke, Coordinator for Governmental Projects

Site: Kenosha Unified School District

Address: 3600 52nd Street
Kenosha, WI 53142

Phone: (414) 656-6378

Target Audience: Students K - 12; low achievers; limited English proficient students.

NEEDS

The Kenosha Model fulfills the need for:

- An alternative, developmental approach to learning for students who do not succeed in traditional programs.
- A program which provides recognition and appreciation for student writing, giving students pride in their work.
- A dynamic approach which engages students by involving them in a variety of experiences.

DESCRIPTION

The program's primary goal is to improve language skills. The method used in the language arts Kenosha Model can be carried over into math, social studies and other areas. The Kenosha Model has existed in its current form since 1968. The program is now in place at thirteen sites: eight elementary schools; three junior highs; and two senior highs. The programs at these sites serve a combined total of twelve hundred students.

The Kenosha Model follows four steps:

1. A group of two to 10 students share an experience such as adopting a tree or surveying current clothing fashions.

2. The students discuss their experience and generate a vocabulary list of new words related to their experience.

3. With the teacher's guidance, students write about what they have seen or done.

4. Students share their writing with each other.

The Kenosha Model's target group includes students in kindergarten through 12th grade who are low achievers or who have limited English proficiency. Target students are identified through standardized testing and teacher selection. The program is operated through a resource room.

When a student is placed in the program, an individualized year-long plan is developed for him. He visits the resource room on a basis ranging from daily to three times a week. Sessions vary in length from one-half hour to two hours.

Parent involvement in the Kenosha program is mandatory. Before a student is placed in the program, his parents are contacted and the program's purpose and methods are explained. Parents attend four meetings a year with the program instructor to discuss their child's progress. In addition, students are encouraged to take their written products home and read these to their parents for five minutes each day.

Business *partnerships* are also part of the Kenosha Model. Businesses frequently donate materials or invite students to participate in special activities. Businesses that have contributed time or materials include Schwinn, Hardee's, Disney, Apple Computers and the National Bowling Congress.

IMPLEMENTATION

A one-day training course is required of teachers who wish to implement the Kenosha model. In this training course the teachers act as a sample class and go through the same process of experiencing, speaking, writing and reading that they will teach their students. Teachers see examples of student work and are shown how to develop individual student plans.

The program provides a manual and a book of sample ideas from workshops. Implementation of the program can begin immediately after the instructor has attended the workshop and developed several project ideas.

The program does not require any specific resources, materials or technology; the experiences planned for students often have no cost. Possibilities for resources and materials are limited only by the instructor's imagination, and businesses are often happy to provide materials.

The program is staffed by one teacher and two full-time assistants in elementary school sites; one reading teacher, one math teacher and a full-time assistant at junior highs; and one teacher at senior high sites.

Currently, the Kenosha Model is funded entirely by Chapter 1 at a budget of approximately $1 million per year for all thirteen sites. The teachers involved are allotted $250 per year to be spent on class activities and materials of their choice.

ASSESSMENT

The following methods are used to assess students' progress in the Kenosha Model:

- *Pre- and post-testing* with standardized tests such as ITBS, TAB and PPVT.

- *Comparison of writing samples* taken at beginning and end of each year. Samples are analyzed for sentence length, number of descriptive words, and vocabulary level.

- *Questionnaires* given to parents and students regarding students' changes in attitude and ability as a result of the program. The questionnaires also ask what students and parents liked best about the program and what could be improved.

KEYBOARDING, READING, SPELLING

(formerly known as)

BASIC LITERACY THROUGH MICRO-COMPUTERS

Keyboarding, Reading, Spelling is a program of monitored individual lessons which integrate computer usage, keyboarding, and language/reading skills. The program places heavy emphasis on eliciting overt responses and providing positive reinforcement. This program is validated by the National Diffusion Network.

Contact: Dr. Ethna Reid, Director

Address: 3310 South 2700 East
Salt Lake City, UT 84109

Phone: (801) 486-5083

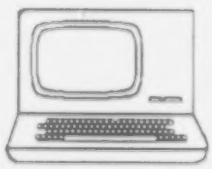
Target Audience: Students in grades 1-8, all reading levels.

NEEDS

Keyboarding, Reading, Spelling fulfills the need for:

- An effective multisensory method of teaching reading skills.
- Maximum use of the computer's educational capabilities.
- Detailed beginner-level instruction in computer use.

DESCRIPTION



The Keyboarding, Reading, Spelling curriculum consists of 10 sequential units which have 15 lessons in each. Lessons for each unit focus on certain letters, words, skills or concepts. The lessons are provided on floppy disks for use in Apple computers.

Throughout the program, the computer asks the student to perform tasks. The program does not continue until the student has completed each step properly. When each activity is completed, the screen lights up with a happy face, fireworks, or other reinforcing messages, and music plays.

At the end of each activity, feedback on the student's progress is displayed on the screen. Listed are the number of correct letters, the number of incorrect letters, the percent of correct letters, and the number of strokes per minute. Students keep a written record of this information.

Students take pre-tests to determine their levels of computer and typing skills. Before the reading lessons begin, basic computer use and keyboarding are taught through exercises included in the software:

Basic Computer Use - This instructional segment covers skills such as how to insert a disk, use the menu and special function keys. If the student knows how to do a task, he does not wait for the next instructions. If the student does not know how to perform the task, the teacher assists him. One activity in each unit on the computer focuses on the hand positions required for that unit.

Basic Keyboarding - The program teaches hand position and technique, and the "touch" system of typing. Students in primary grades say the names of the letters as they hit the corresponding keys. Teacher demonstration, observation and assistance ensure that students learn proper technique.

Once these basic skills are mastered, the lessons begin. Students progress at their own pace through lessons and units. All of the lessons for a unit focus on a certain set of letters, words or concepts. Activities for each unit include the following:

Instruction - The teacher introduces the letters, words or concepts for a lesson and explains their meaning and use. This can be done individually or in small groups.

Review of hand position - Each unit includes a brief review of correct hand position for typing.

Keyboarding - The keyboarding skills needed for each unit are demonstrated by the teacher, with the students following along on paper keyboard charts. Students learn to type the letters and words that are the focus of their unit. An incorrectly hit key will not depress and a bell sounds.

Storybook - The student reads a story/picture book which has material and vocabulary related to the unit.

Paced Reading - The student reads text on the computer as the screen automatically scrolls at set rates. The final reading must be at the "very fast" rate.

Visual Memory - Words or sentences are flashed on the screen. The student is required to wait for three seconds before typing the text back exactly. If the student makes an error, the text is flashed again. The drill does not progress until the student types text with no errors.

Visual Recall - Similar to the visual memory exercise, but with a speed component. Words or sentences are flashed on the screen with speed increasing and decreasing in relation to the student's progress in typing them back correctly.

Mastery Test A - The teacher dictates 24 items for the student to type. In this test, the program allows the student to progress if he makes errors. The teacher observes the student during the test to note his technique and problem areas. The computer gives a score and diagnosis when the test is completed. Only one error is allowed for the student to pass the test.

Mastery Test B - A timed test on spelling, reading and typing. The student must achieve 95 percent accuracy before moving on to the next unit. A fixed criterion of typing speed is also required. This differs for elementary and secondary students.

Also included are drills on numbers and symbols, in which students learn to touch type these characters and learn what symbols such as "& " or "#" mean.

The Keyboarding, Reading, Spelling program is generally taught in the language arts period. It may be used in a classroom or lab setting, as the main reading curriculum or a supplement. The suggested frequency of use is twenty to thirty minutes per day for at least a semester.

The program has been in use for nine years. Currently about one thousand sites are served, with a total of approximately twenty thousand students.

IMPLEMENTATION

Training - Training is provided through the National Diffusion Network in a one-day or two-day workshop.

Materials - The program consists of four disks, storybooks which may be photocopied, a lesson plan, and a manual. The cost for the program is $180 each for one to four sets, and $92 each for five or more sets. The program is used with Apple computers.

Setup - Teachers can begin the program within a few days of completing training.

ASSESSMENT

Pre- and post-tests in computer usage and keyboarding skills. Analysis of students' progress in lessons is provided by the computer program as they complete lessons and units.

The program's director suggests that standardized achievement tests be used as an assessment tool. When used, standardized tests have shown that students using Keyboarding, Reading, Spelling have reading scores significantly higher than those using basal materials. Teachers using the program have observed that students gain self-confidence, independence and discipline through use of Keyboarding, Reading, Spelling.

KIDS' DINER

The Kids' Diner is a unique vocational program in which high school students cooperate operating a diner in downtown Baltimore. Students are paid minimum wage and are periodically evaluated by local restaurant managers looking for potential employees.

Contact: Anne L. Boone

Address: Baltimore City Public Schools
200 E. North Ave.
Baltimore, Maryland 21202

Phone: (301) 396-8554

Target Audience: Vocational students in grades 11 and 12.

NEEDS

The Kids' Diner fulfills the need for:

- Actual hands-on experience in food service and other vocational jobs.
- Learning to work with the public.
- Learning to work as a team.
- Learning the responsibilities of a paying job.

DESCRIPTION

In 1984 WBAL radio purchased the diner from Barry Levinson and Associates, who produced the movie, Diner. The actual diner in which the movie was filmed was then moved to Baltimore and given to the Baltimore City Public Schools, Division of Vocational Education.

Vocational students in Baltimore's six public high schools who are finishing their junior year begin training in the diner. Senior students help train the juniors so that they may replace them after graduation.

Students then work an entire year beginning with their training at the end of their junior year, working through the summer and school year, and ending just before high school graduation.

With the exception of two adult managers, the diner is completely staffed by vocational students. Students in food service are responsible for all food purchasing, preparation, and service. Students in horticulture care for the plants and ground maintenance. Students in construction trades do any repair work. Business education students do the record keeping, inventory, and sales. Students in commercial art work on graphics for the menus, advertising copy, brochures and flyers. Some special education students also assist diner employees.

To participate in the project, students must maintain specific grade, attendance and citizenship requirements in school.

The diner keeps the same hours as Baltimore City Hall and is open Monday through Friday 7:00 am to 2:30 pm. The diner is closed on weekends and days when city hall is closed.

IMPLEMENTATION

In order to obtain the diner from Levinson and Associates, the Office of Home Economics had to put together a proposal outlining their plans for the establishment.

An advisory committee of local businesses and organizations was created who helped the program implementers negotiate with local contractors about refurbishing the diner.

In September 1984, after collaborative efforts among the Baltimore City Public Schools, local city contractors, city government and WBAL, a local radio station, the Kids' Diner opened.

Students' wages are covered by both the school district and the revenues collected by the diner.

ASSESSMENT

As a business, the Kids' Diner has established a good reputation for itself and is very popular.

Periodically during the year, program supervisors organize visits by possible employers in the community to assess the students' skills. Normally, at the end of the school year, each graduating senior has been hired.

At one point, potential employers visited a food show held at the diner and assessed the students' service. By the end of the show, all 20 students had been hired.

Through working in the diner, students learn valuable work skills such as dealing with the public in a professional way, carrying out responsibilities, and working with others. Students also gain exposure to the industry and a greater self-confidence. Graduating seniors who worked in the diner also receive a special certificate.

KIDS KITS

(Kids Interest Discovery Studies KITS)

KIDS KITS is a multimedia learning program which promotes active student involvement in independent learning and in development of higher levels of thinking. This program is validated by the U.S. Department of Education and is available through the National Diffusion Network.

Contact: Jo Ann C. Petersen

Site: Warder Elementary School

Address: 7840 Carr Drive
Arvada, CO 80005

Phone: (303) 423-1227

Target audience: Students K - 8; all reading levels; all students including educationally handicapped.

NEEDS

The Kids Kits program fulfills the need for:

- Active learning and participation among students.
- A method for promoting higher levels of thinking.
- A program which addresses a diversity of learning styles.
- Materials which address different reading levels within the content areas.
- Increased usage of school resource materials by students.
- Cost-effective usage of librarian's time.

DESCRIPTION

KIDS KITS supplements and enriches existing curricula by expanding the learning resources available for student use and by increasing student involvement and motivation. Organized sets of commercially produced multimedia materials are assembled at each school. Kit topics are chosen on the basis of student interests

identified by student survey. Examples of kit topics are Astronomy, Human Anatomy, and Indians. Kits contain books, filmstrips, tapes, models, study prints, etc., and are suitable for all grade levels, a variety of learning modalities, and a range of abilities.

Kits are used to involve students in four activities:

1. Exploration - The students make an initial investigation of the kit materials. Students choose which topic to study, pose questions to answer, and select the resources to use.

2. In-depth study - Students research the topic at length and find answers to their questions. These activities promote the development and application of reference and study skills.

3. Application - Students develop products such as written reports, transparencies, filmstrips, dioramas, videotapes, photographs, models and experiments.

4. Sharing - To follow through on the excitement of learning and discovery, students are encouraged to share their findings with other students, teachers, and members of their families through product displays, presentations, informal discussions, and conversation. Students may also share by donating their projects to the kits. Kits can be used by individual students, pairs of students, small groups or large groups in a variety of situations: classrooms, library media centers, or resource rooms.

The Kids Kits program was instituted in 1976, and has been used in over 2,000 sites nationwide. Grade levels K-6 were served by the program at the original site, and middle schools (5-8) are now involved.

IMPLEMENTATION

Staff at each school assemble the kits, using materials already available. Therefore, the cost of multimedia to develop six kits varies considerably. If all new materials are purchased, the maximum cost per kit is $425.00; most schools spend markedly less. Many materials may be acquired through donations from parents, the community, businesses, and/or governmental agencies. Parents are encouraged to become involved in the KIDS KITS implementation. Some schools obtain funding for KIDS KITS through money earmarked by the state for adoption of National Diffusion Network programs. Funding for gifted students programs is also frequently used.

The only required purchase is one program manual per school (under $25.00). Optional purchases are Activity Cards and Discovery Cards (research questions). Training costs are negotiable, depending on funding. Training is provided by a KIDS KITS representative who conducts a half-day or full-day session at the school. Training several schools at one time reduces training expenses markedly through cost sharing. Implementation follow-up, and evaluation services are also available.

ASSESSMENT

Students are interviewed before and after their use of KIDS KITS to evaluate the program's effectiveness. Students demonstrate the following outcomes:

- Changes in levels of thinking: the areas measured include -
  a) Specificity of statement in discussing the topic/question
  b) Complexity of thinking required to pose and answer questions
  c) Number of questions posed by the student

- Awareness and use of materials: a greater awareness of and use of a variety of learning resources.

- Application and sharing: more involvement in the application of their knowledge and sharing of activities.

- General enthusiasm: higher levels of interest and enthusiasm for research activities.

All levels were significant at the .001 level.

KID LINK: LEARNING ON-LINE

This program enables a third-grade class to communicate by computer with another second-grade class in a Louisiana elementary 250 miles away. Information learned through group research is exchanged, and students learn to operate the computers themselves. Equipment is provided by a local business and industry group.

Contact: Virginia Lawson

Address: Mimosa Park Elementary
150 First St.
Luling, LA 70070

Phone: (504) 785-2264

Target Audience: Students in grade 3.

NEEDS

Kid Link fulfills the need for:

- Introducing the use of telecommunications to students.
- Providing scientific and cultural exchanges between two communities.
- Developing critical thinking skills.
- Facilitating cooperative learning among students.

DESCRIPTION

The Kid Link program was put into effect in the fall of 1988. Mimosa Park Elementary is a predominantly rural school with approximately 450 students. Mimosa's telecommunication's partner, Ferriday Lower Elementary, in Ferriday, has the same number of students, but has a much larger minority population. Only one class in each school participates in the program.

At the beginning of the school year, students learn the different parts of the computer, computer terminology, and how to use the terminal. After a few weeks, the class begins compiling and send-

ing information over the computer. Only 20 minutes of class time a day is devoted to the project.

Each student in the class is assigned an anonymous partner in the Ferriday class. Students are told nothing about their partner. The class is then divided into four working groups which are assigned topics every week.

One group is instructed to compile questions about Louisiana for the partner group in Ferriday; another group studies the weather and graphs it; another surveys the class for particular information, such as how many students are wearing tennis shoes that day, charts the information and makes predictions on the survey results for Ferriday; another group researches the school, recording facts such as when it was built, past principals and playground equipment. Every week the groups switch topics until each group has worked in all four areas.

After it is compiled, information is exchanged between the schools. Telecommunicating takes place Tuesday morning and afternoons and Friday mornings and afternoons. The results are printed in a monthly newsletter, "The Oracle," which is distributed to students, parents, administration and board members of the business and industry group. New topics are assigned each month. As a culminating activity, classes met with the Governor at the state capitol.

IMPLEMENTATION

The project evolved from two elementary teachers who met and decided to become telecommunicating partners.

After reviewing the program proposal, a local business and industry group provided the necessary equipment. While equipment purchasing was a one-time cost, one hour on-line time a week adds up to a $100 monthly long distance charge which is also paid for by the business and industry group.

Vast knowledge of computers is not necessary to begin a program such as Kid Link, and, once implemented, minimal time is required.

ASSESSMENT

Because the program is brand new, very little formal evaluation has been done on Kid Link.

Students have gained new knowledge and skill with computers, self-confidence, and a new enthusiasm for learning. Students are reluctant to go to recess until their group projects are completed.

Students also enjoy working cooperatively and often help each other with assignments. Moreover, students gain a new self-confidence and ease with technology through the program.

Students have learned more about their communities, Louisiana history, graphing and other topics. Furthermore, students are reading and writing more, and are now more apt to check out non-fiction books during the monthly trips to the library.

Parents have also responded enthusiastically and have helped decorate the classroom with with a technological theme.

Teachers also gain self-confidence through such a project. Other teachers interested in learning about computers often visit the program teachers.

LOUISA E. PERRITT PRIMARY SCHOOL

This primary school has implemented through local and state funding several special programs and clubs to enhance reading, writing and thinking skills. The community actively involves itself in the education process through many activities. Perritt Primary was recognized by the U.S. Department of Education's 1987-88 Elementary School Recognition Program.

Contact: Wanda O'Quinn

Address: 1900 Walnut St.
Arkadelphia, AR 71923

Phone: (501) 246-2260

Target Audience: Students in grades K-3.

NEEDS

Louisa E. Perritt Primary fulfills the need for:

- Setting strong curriculum standards for all classes.
- Creating a positive school environment that will stimulate a love of learning in students.
- Actively involving parents in the education process.
- A positive approach to discipline using model students as leaders.

DESCRIPTION

Louisa E. Perritt Primary has a total enrollment of 370 in grades K-3, 39 percent of whom are minority and 49 percent on free or reduced lunch. There are no high income students at Perritt Primary.

First graders at Perritt Primary begin studying reading through the school's Metra Reading Program. This program does not follow a basal reader but instead stresses group instruction and the freedom to read from a number of basic books.

Kindergartners, who receive no formal reading instruction, are free to join the first grade reading classes if they are advanced enough in reading. Second and third graders follow the Silver Burdett basal reader.

All grade levels can participate in the school's Century Reading Club. After members read 100 books, they receive Louisa E. Perritt Reading Club T-shirts and are videotaped reading a book to another student. The students can then give the tape to their parents.

As an incentive program in writing, students can join Perritt Primary's Writing Club in which students write stories to enter in national contests. Perritt Publishing Company is a school-based project aided by parents which publishes stories written by second and third graders via a book binding machine. The books are then displayed in the county library.

Perritt Primary also enforces students' higher order thinking skills through a number of clubs and projects. Students who excel in math and science and score high on their MAT6 test can join the Young Astronauts Club in which students tutor other students.

Third grade students apply their math skills by running the school bookstore each morning. Students who can solve 100 math problems within a few minutes are rewarded with a Mathcounts T-shirt. Furthermore, each year third graders design original gadgets for Perritt Primary's annual Invention Convention.

The highest school honor among the students is to be named to the Christi Burns Honor Patrol. Each grading period, third grade teachers select eight assertive and dependable students who display good citizenship to serve on the patrol. This honor, therefore, is open to all students and not only to those who excel academically.

Students on the honor patrol come to school 15 minutes early to act as traffic directors, supervise the bookstore and run errands for teachers. The most important duty is to patrol the halls and hold conferences with students who are being disruptive. This peer pressure has been very effective in maintaining discipline.

In addition, all Perritt students have the chance to serve as "secretary," answering the phone and running errands before school.

Perritt Primary is a DEEP school (Developmental Educational Economics Program), which implements an economic program each year. The 1987-88 project, Down on Main, Perritt students worked in businesses downtown for one hour each morning, receiving $2.00 as wages. At the end of the year the students built a sidewalk and flower garden for the school with the $500 they earned.

For the 1988-89 school year, Perritt Primary has three DEEP programs. Through the new greeting card business, called LEP (Louisa E. Perritt) Kidprint, all students design a card which is reproduced with a special school logo and sold to the community. So far, $1000 has been raised.

In the second DEEP program, third graders tape, produce, and edit their own TV show which is then aired on the Arkansas Educational Television Station. The book publishing project is Perritt's third DEEP project for the year.

Parents are actively involved through participation in the Textbook Committee, Promotion and Retention Committee, Gifted and Talented

Council, Discipline Committee, Chapter II Advisory Council and Handbook Committee. Parents also have input into curriculum issues and volunteer in classrooms.

Perritt Primary School has an open door policy, which allows parents to come by any time, pick up a pass from the office and visit classrooms. Parents are also encouraged to purchase a lunch ticket and eat lunch with their children.

IMPLEMENTATION

Most of the programs at Perritt Primary are funded by grants. DEEP programs are funded for a year by the Chamber of Commerce in conjunction with a local philanthropist's foundation. For the 1988-89 school year, the foundation awarded $4,000 to implement the LEP Kidprint business, the TV station, and the Perritt Publishing Company. The video camera and books for each classroom were purchased through a Chapter 2 grant of $6,000.

Staff development topics are selected and voted on by teachers. Beginning in the 1988-89 school year, the school district began cutting back each Thursday's school day one hour so that staffs could meet weekly. So far, this weekly communication has enhanced staff relations and helped with school organization.

ASSESSMENT

Each year, all students at Perritt Primary score in the 50th percentile or above on their MAT6 test.

Third graders are required each year to take the MPT (Minimum Performance Test) to confirm their mastery of basic skills. Last year 95 percent of Perritt third graders passed the reading portion of the MPT and 97 percent passed the math portion.

Future goals of the school are to attain 100 percent mastery on the MPT and to work on better attendance. For the 1987-88 school year, Perritt Primary had a 95 percent attendance record.

Several individual students and staff members have won awards including the selection of the school principal as Arkansas' 1988 Elementary School Principal of the Year. Also, the last six valedictorians for Arkadelphia High School were Perritt Primary graduates.

Perritt Primary is an Arkansas School of Excellence and is one of the state's top six elementary schools. The school's Down On Main economics program for the 1987-88 school year received national recognition, second place in the nation.

LUSHER ALTERNATIVE ELEMENTARY SCHOOL

Lusher Alternative Elementary, a magnet school with a 50 percent minority population, has developed an accountability plan to stimulate student achievement and has implemented it gradually over a five year period. Lusher Elementary was recognized as an outstanding U.S. elementary school by the 1987-88 National Elementary School Recognition Program of the U.S. Department of Education.

Contact: Kathleen Riedlinger

Address: 7315 Willow St.
New Orleans, LA 70118

Phone: (504) 861-3100

Target Audience: grades K-6

NEEDS

Lusher Alternative Elementary School fulfills the need for:

- Creating a positive school environment that will stimulate a love of learning in students.
- A positive approach to school discipline.
- Setting strong curriculum standards for all classes.
- Organizing partnerships with local businesses.
- Actively involving parents in the education process.

DESCRIPTION

Lusher Alternative Elementary School has a total enrollment of 596 grades K-6, of which 115 are identified as talented and gifted. The school is 45 percent Black, 47 percent White, five percent Hispanic and three percent Pacific or American Islander.

Students from low income families make up 52.6 percent of enrollment. Because the school is located near Tulane University, several children of foreign graduate students attend.

In 1976 the school was identified as a magnet program. Students entering from outside the district must maintain good academic standing and attendance in order to remain at Lusher. The school maintains a yearly waiting list of applicants for its magnet program.

Five years ago, Lusher began a school-wide accountability plan under which new curriculum standards and programs were gradually added each year.

The school's Project Pride program presents a positive approach to discipline, which assists in the areas of character development, moral development and self-discipline. Under the program, the school's four main rules are defined as: be kind, be responsible, respect people and property, and do your best work. These rules apply to students and staff alike.

Students who follow the rules without fail are rewarded with ribbons, certificates and special activities. They are also recognized during the daily "morning meetings," when the entire student body gathers for opening exercises, songs and matters of interest.

Also through the accountability plan, the school has implemented the Andover Integrated Reading System (AIRS) as their language arts program. In the area of math, Lusher has put a strong emphasis on manipulatives and developed activities to apply math to real life situations. For example, students are involved in running a school store, a school bank and a school food cooperative.

In science Lusher stresses a hands-on, discovery approach to the scientific method of learning through the science manipulative room. There teachers can obtain a variety of materials for classroom use.

Lusher is also included in the Arts Connection program, a pooling of the art resources of 23 elementary schools to provide staff development and artist-in-residence programs. Lusher's artist-in-residence works with students and with classroom teachers as well, to instruct teachers in the techniques and use of materials, and to provide support in integrating the arts into the core curriculum.

Lusher's five local business partners take an active interest in the school. Kinko's Copies donates various supplies and gives the school a 50 percent discount on all copying services. P.J.'s Coffee and Tea Company provides refreshments for meetings and fund-raising events. Renovations by Wayne does repair work, builds shelves and other classroom equipment, and donates materials and labor for fund-raising events. The engineering firm of Waldemar S. Nelson and Company sends letters of commendation to all students who earn an E average on report cards and actively participates in the upper grade science program. The firm donates videotapes, experiments, films and handouts, and provides guest speakers and presentations of scientific interest. Maple Street Children's Book Shop offers discounts on children's books and positive incentives for the Project Pride program. In return for these services, the students help decorate the partners' shop windows or put on a Christmas show for the businesses.

Parents are also very actively involved with the school. At the beginning of each year, the Parent Teacher Student Association gives each

teacher $90 to assist with classroom supplies. In addition, an emergency fund has been set up by the Association to provide monetary assistance to families facing a temporary financial emergency, and allocates funds for field trips for children who otherwise could not afford to go. Furthermore, the Association has established an Educational Projects Fund designed to give grants to teachers wishing to implement a worthy educational program or in need of special supplies or equipment.

IMPLEMENTATION

Five years ago, school officials met and decided on a gradual strengthening of the curriculum and school philosophy. In outlining the accountability plan, it was decided to add a new program or set of curriculum requirements each year.

The first program to be implemented was Project Pride. The following year, the school piloted the AIRS program in their remedial reading classes. (Lusher then re-examined its science and math programs, and revised the curriculum to include more hands-on activities in these areas.)

The staff as a whole and individual teachers as well received assistance in the form of several different grants to implement specific teaching programs. Funding for the AIRS program was raised entirely by parents in a fund-raising drive. Furthermore, money earned through Lusher Care, the school's before and after-school day care center, covered the costs of the science manipulative room.

ASSESSMENT

Because Lusher has established a reputation for high standards, enrollment has increased over the last five years from 480 to 596 students.

Standardized test scores rose significantly between 1984 and 1988. The results of the sixth grade CTBS tests are as follows:

	Percentiles in 1984	Percentiles in 1988
reading	58	78
spelling	53	75
language arts	71	86
mathematics	60	88
reference skills	62	81
science	51	86
social studies	64	84
total battery	64	86

In 1986-87 Lusher reported 90 percent of the student population performing at or above grade level in math and 84 percent in reading.

Teachers and administrators also report a significant improvement in students' conduct. Over the last five years, there has been a remarkable drop in disciplinary referrals and teachers report that students are following rules closely and being kind to one another. Also, students take better care of the building and grounds. The entire community of staff, students, and parents is proud to be a part of Lusher School.

MARYETTA SCHOOL

This "dependent school," an Oklahoman term for a rural K-8 school district, has developed a program that incorporates all the different learning styles and mental domains into their teaching strategies. The school has developed its curriculum around meeting the unique needs of its students, who are predominantly Cherokee Indians. Parents play an active part in the educational process.

Contact: Carthel Means, principal

Address: Route 4
Stilwell, OK 74960

Phone: (918) 696-2285

Target Audience: Students in grades preschool-8

NEEDS

The Maryetta School fulfills the need for:

- Developing lessons and teaching styles that reach students with different learning styles.
- Building self-confidence and self-respect in students.
- Creating a fun and positive learning environment.
- Incorporating computers in the curriculum.
- Involving the community in the educational process.

DESCRIPTION

The Maryetta School is located at the end of the historical "Trail of Tears" and is in a predominantly Cherokee rural community. The school has a total of 397 students, 70 percent of whom are Native Americans and 95 percent of whom are economically disadvantaged.

Over the past three years, school population has increased by 20 percent. Because the surrounding community has not increased,

the growth has been attributed to the school's reputation for excellency.

In 1981 the school implemented the Psychomotor Program, developed by the principal, which outlines the different ways in which children learn and the importance of developing school curriculum around these seven learning styles in order to reach all students.

These seven different styles fall under the psycho-motor domain of the mind and include:

1. Kinesthetic learning — for students who learn best through touch and movement.

2. Intra-personal learning — for inward-oriented students who daydream often.

3. Inter-personal learning — for students who are socially-oriented.

4. Linguistic learning — for students who are good writers and storytellers.

5. Logical learning — for students who are mathematically inclined.

6. Spatial learning — for students visually-oriented; artist and inventor types.

7. Musical learning — for students who are musically-oriented.

Past testing and needs assessment surveys showed a deficiency in Maryetta students' language acquisition. Because of this, the school implemented a Special Alternative Instructional Language Arts Program, recognized as the only total Native American program in the nation.

Since Cherokee children are traditionally shy and reserved, it is difficult for these students to acquire necessary communicative skills. The purpose of the language program, therefore, is to create a positive, stimulating environment in which to learn these skills.

The class incorporates several different instructional strategies such as pantomime, poetry, drama, puppet shows and video productions. Students use their creative writing skills to prepare stories, poems or scripts for plays, puppet shows and newscasts.

The school compiles and publishes a book of students' poems and a book of students' stories for students to take home. Presentations are videotaped for self-evaluation and then presented before parents at an evening community party.

No grades or criticism are given for these projects so as not to damage students' self- confidence in their creative expression. Instead, new concepts are introduced through a discovery process. For example, a teacher may praise one student's use of metre in his/her poem. This encourages other students to learn what metre is and try to use it in their poetry.

Because testing revealed that most of Maryetta School's students are visual learners, classes frequent the science laboratory, which gives students hands-on experience using chemicals, preserved animals, rockets and other materials.

Another visually-oriented class is the photography laboratory in which seventh and eighth graders learn to take and develop their own photographs.

The school also has a computer lab with 25 Apple IIc computers, five printers, a variety of software and a full-time computer specialist. Teachers use the lab to supplement classroom activities in all academic areas. Students in the

lower grades use the computers for retrieval and manipulation of information. Grades 5-8 are trained in programming, word processing, data base and spread sheet programs.

Parents and the community are actively involved in school affairs through different advisory boards to help develop objectives and shape curriculum. These committees include Chapter II, Title IV-A and VII programs, Prevention of Child Abuse Program, Early Childhood Development Program and inter-mural sports.

The Community Development Committee is a parent group which teaches art, sewing and other activities to students and local residents. They have also organized a program for students to teach parents about computers. All teaching is voluntary.

Another example of community involvement is the monthly community-school parties which are hosted in turn by different grades. Students and parents work together to plan topics, entertainment and refreshments.

IMPLEMENTATION

In order to implement the Special Alternative Instructional Language Arts Program in 1981, the school had to lengthen the school day 30 minutes to create another class period.

The Psycho-motor activity program was written up seven years ago by the principal and proposed as a Title 7 Bilingual Education Program. Out of 2700 proposals, this program was one of five chosen to be a pilot demonstration project.

Due to the low income of the area, the district is only able to raise $40,000 annually for the school. The rest of Maryetta's $1,500,000 budget comes from state and federal funding and grants. A large amount of staff time is spent writing proposals.

ASSESSMENT

For the 1987-88 school year, Maryetta School was one of seven out of 81,000 schools selected for the James Madison Award for outstanding curriculum.

Since the implementation of the Psycho-motor and Special Alternative Instructional Language Arts programs, students scored an average of the 80 percentile on the Stanford Achievement Test — up 17 points in one year.

Because neither program focuses on mathematics, the increase in math scores was attributed to students' improvement in comprehending and following directions necessary for program activities.

Teachers also attribute higher student self-esteem and motivation to the Psycho-motor and language arts programs. Shy students have opened up more and the number of students identified as learning disabled has decreased.

Attendance is consistently high at Maryetta. The school reported a 97 percent daily student attendance and a 99 percent daily teacher attendance for the 1987-88 school year.

Maryetta has been recognized locally for its excellence. Every year either the local high school's valedictorian, salutatorian or both are Maryetta graduates. Furthermore, Maryetta students entering high school are automatically placed in advanced courses.

McCORMICK ELEMENTARY

McCormick Elementary has partnerships with ten businesses and associations in the community. These partnerships provide students with counseling, visiting speakers/ teachers, sponsorship of individual students in sports activities, attendance and achievement incentives, and donated equipment. Community partners also provide input regarding the school's curriculum, and give students information about career paths. McCormick Elementary was recognized by the 1987-88 Elementary School Recognition Program of the U.S. Department of Education.

Contact: Joyce Roberts, Principal

Site: McCormick Elementary

Address: 701 McCormick School Road
Farmington, NM 87401

Phone: (505) 325-2069

Target Audience: Students in grades K-6.

NEEDS

A program of school/business partnerships fulfills the need for:

- Awareness within the community of a school's identity and its needs.
- Visible role models and leadership examples for students.
- Contribution of time, expertise and materials which are not provided by the school's existing funds and staff.
- Progress towards changing the reputation of a "tough" school.

DESCRIPTION

McCormick Elementary has a total enrollment of 480 students, kindergarten through sixth grade. The school is 55 percent Hispanic, 27 percent Native American, 17 percent Caucasian and other, 1 percent Black. Seventy-five percent of the students

qualify for free or reduced lunches. The principal states that in the past the school suffered from a reputation as a "tough" school with undesirable students.

The school has many partners who donate money or materials to the school. The following are examples of McCormick Elementary's *other* partnerships:

Boys Club - Children who cannot afford membership in Boys Club-sponsored sports are given "scholarships" in which their expenses are waived. In the summer, Boys Club sends a bus to pick up students and take them to the club. Boys Club representatives also provide counseling to students. About 200 students are involved in this program.

Sandia Savings and Loan - Employees of Sandia, many of whom have teaching experience, act as visiting teachers. Two to four employees each year participate in this activity, teaching classes from two hours to a full day each visit. Sandia also has donated funds for playground equipment and has sponsored faculty dinners.

Godfather's Pizza - This business sponsors attendance incentives. The class with the highest attendance for each six-week period wins a pizza party and has its name inscribed on two plaques; one at the school and the other at the nearby Godfather's. Students visit Godfather's for a field trip to see how the business is run and how pizza is made (hands-on).

Hair Stylist - A local hair stylist visits the school to give talks on hair care and hygiene. One or two free haircuts a month are given to students in need referred by the school.

Collective Efforts - One year the school's gym badly needed painting. Representatives from Sandia, Boys Club, and Public Service Company of New Mexico donated their time and manpower, and the school provided the paint. The gym paint job was completed in one day.

All of the school's business partners are invited to a curriculum design meeting in which they discuss with school administration what skills students need to learn from a business standpoint. All partners are encouraged to send guest speakers to classes to familiarize students with different occupations and to help them realize the connection between school skills and job skills.

IMPLEMENTATION

The school principal was the driving force in developing partnerships with McCormick Elementary. She sent letters introducing the school to community members and invited them to visit for tours. It is stressed to partners that no material or monetary donations are necessary; whatever they can provide in the way of time, personnel, and input is very welcome.

Specific businesses or agencies are often targeted with a certain project in mind. If a business requires a contract describing the partnership for tax purposes, the school draws this up.

Reciprocation - When possible, McCormick Elementary tries to reciprocate the support which its partners provide. The principal helps the Boys Club write grants and recruit coaches; students make seasonal artwork and decorations which are displayed in partners' places of business. Each participating business or association receives a decal for their window; this builds a high profile for the school and good public relations for the business. Faculty make an effort to patronize businesses with which the school has partner-

ships; these businesses often give them discounts.

ASSESSMENT

The results of McCormick Elementary's partnerships have not been measured objectively. The principal feels that the school has an improved public image as a result of the partnerships; once partners get to know the school first-hand their impressions become positive. The students see their business partners as role models, and express interest in different careers and occupations. Students' self-esteem is increased because they feel that they are important to people outside the school.

McRAT: MULTICULTURAL READING AND THINKING PROJECT

McRAT is a program for teaching critical thinking through direct instruction of reasoning skills. The reading material used in lessons focuses on cultural awareness and interdependence. This program integrates with the established curriculum, and uses textbooks already in place at a school. McRAT is funded by the Arkansas Department of Education, the Winthrop Rockefeller Foundation, and Chapter II.

Contact: Janita Hoskyn, Project Coordinator

Site: Arkansas Department of Education

Address: 4 Capitol Mall
Little Rock, AR 72201

Phone: (501) 682-4232

Target Audience: All students grades 4-6, all achievement levels. Has been implemented in a cross section of socio-economic settings, including small rural schools.

NEEDS

McRAT fulfills the need for:

- Explicit instruction in critical thinking strategies.
- Direct infusion of thinking skills into the curriculum.
- Reading and writing activities based on critical thinking models.
- Increased student awareness of other cultures.

DESCRIPTION

McRAT currently serves 40 teachers and 1000 students of grades four, five and six. The program, now in its third year, is in place in seven Arkansas school districts. For the 1989-90 school year the program will expand to serve 18 schools.

McRAT's goal is to increase students' critical thinking abilities through instruction in four reasoning skills:

1. analysis
2. comparison
3. inference/interpretation
4. evaluation

The project also develops students' metacognitive skills, which they can use to plan, monitor and evaluate their own thinking processes.

McRAT provides structured lesson outlines which can be used with a variety of reading material. The program follows a spiraling model in which each activity builds upon the skills learned in previous lessons. The teaching method utilizes teacher modeling, explanation, guidance and feedback.

McRAT operates on a year-long schedule, with two months spent on each of the four reasoning skills. Instruction starts on a very simplistic level in order to focus on the **process** rather than the subject. Skills are introduced through mini-lessons which use concepts familiar to the students; the class then proceeds through more complex activities. For example, students learn to analyze familiar objects such as apple or a bike, places such as home or school, and situations such as school activities. Students then practice analysis strategies in all their subjects. Analysis of story components, characters, cultures, and historical events are some examples of McRAT lesson concepts.

When the analysis unit is completed, the class begins a unit on comparison, with lessons which also draw on analytical skills. At the beginning and end of each lesson, the teacher discusses with students ways in which reasoning skills apply to practical situations outside the classroom.

McRAT is normally used in reading classes. Lessons involve whole class discussion, individual work, and small group work for peer editing. Visual organization techniques are important tools in this program. In planning a character analysis, students might use worksheets with an outline drawing of a person. They would write "outside" characteristics (appearance) outside the figure, and "inside" characteristics (personality) within the figure. From this pre-writing activity, students move smoothly to writing a character analysis essay.

Processes for each of the reasoning skills are constantly reinforced, and cues are always visible to students. Wall posters are displayed which list the steps for analysis, comparison, inference/ interpretation, and evaluation. Each student also receives a packet of four plastic cards (one for each reasoning skill), which list the steps and give criteria for evaluation of written work.

McRAT work is not graded, but students receive frequent feedback. Teachers present selected student work on an overhead projector and discuss the strengths and needs with the class. In order to gauge students' progress, teachers assess writing samples at the beginning and end of the year, and before and after each reasoning-skill unit using criteria based on the thinking strategies.

The multicultural element of McRAT involves the reading material used in lessons. McRAT has developed a list of stories available in basal readers and school libraries which have a strong focus on a specific culture or on cultural interdependence. Some examples are *Island of the Blue Dolphins*, *Annie and the Old One*, and

Harriet Tubman, Conductor on the Underground Railroad. McRAT also provides a set of criteria for determining if a story has a multicultural emphasis. Many schools plan special activities related to McRAT cultural studies, such as a Mexican fiesta with songs, dance, plays and food. These activities may involve parents and the community.

IMPLEMENTATION

Because the program is still in the developmental stages, there is currently no cost to McRAT adopters: the program's funding covers the cost of training, materials and teacher release time. McRAT, which had a budget of approximately $50,000 for 1988-89, is funded by the Arkansas Department of Education, the Winthrop Rockefeller Foundation, and Chapter II. The program staff consists of two trainers and six reading specialists.

Training - McRAT training includes an initial one-week workshop which guides teachers through a program overview, teaching strategies, evaluative methods and lesson planning. The McRAT program coordinator suggests that at least three teachers (one each from fourth, fifth and sixth grade) attend training for each school. Teachers receive half-day, follow-up visits from a McRAT reading specialist once a month to share feedback and plan lessons. The school principal attends the initial week of training and acts as instructional leader for McRAT in the school.

Materials - Program materials provided by McRAT include the following:

- Pre- and post- assessment materials
- Student planning sheets and mapping formats
- Student cards for each reasoning skill
- Literary and multicultural concepts
- Sample discussion questions
- Bibliographies for multicultural reading
- Sample lessons

McRAT works with the texts already in place at schools, although some schools buy additional multicultural-focus books suggested in the bibliographies.

Setup - McRAT can be implemented immediately after training, usually in the first week of school. The program coordinator says teachers find the program methods challenging at first but soon feel at ease. Teachers often report that the most exciting and rewarding aspect is the positive response to the program by both students and parents. A minimum of two years of supervised application of the program within a school is necessary for successful implementation.

ASSESSMENT

McRAT is currently gathering information to assess the program's effectiveness. Although extensive data are not yet available, the preliminary results seem promising. The assessment in progress includes pre- and post- test comparisons, comparisons of project and non-project students, evaluation of about 1000 student essays, and pre- and post- interviews of McRAT students.

One small rural school in East Arkansas whose students are of a low socio-economic level reported dramatic increases in standardized test scores as a result of McRAT. In two years,

this group's reading comprehension scores on the Metropolitan Achievement Test rose from the fourteenth to the fifty-sixth percentile; similar gains were made in science and social studies.

The results of student pre- and post- interviews suggest that McRAT helps develop and strengthen the critical thinking processes. Students are better able to analyze, compare, interpret/infer, and evaluate after the program, and they can transfer these skills from reading to other subjects.

Teachers report that students are more at ease with writing because of McRAT, and that the work they produce is well-organized and mature. Seventh grade teachers have noted the high quality of former McRAT students' work as compared to that of others.

MT. VERNON TV READING AND COMMUNICATION

Mt. Vernon TV Reading and Communication is targeted toward high risk students with some learning disability. Using popular television scripts, video tapes, and matching lesson plans, teachers build vocabulary and teach reading skills. The program has been part of the National Diffusion Network since 1981.

Contact: Ms. Jacqueline Van Cott

Address: Connexion
196 Laurel Ridge
So. Salem, New York 10590

Phone: (914) 533-6852

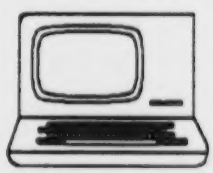
Target Audience: Remedial students in grades 4-8.

NEEDS

This program fulfills the need to motivate high-risk students into learning, especially increasing proficiency in reading.

DESCRIPTION

This program was started to improve student learning skills, focusing on reading. Commercial TV with network videotapes is used to teach academic and underlying linguistic skills. Lesson plans use the actual scripts of TV producers to reinforce integration, memory and grammar so students become competent in reading and writing skills. Students attend a communication studio equipped with videotape machine, video camera, and television monitor three times a week for a 40 minute lesson. They view the tape for a few minutes and do oral response drills to help students focus on and master vocabulary. Students videotape their reading of script segments daily. Reading levels are increasingly difficult in the supplemental material on which students practice the previously taught strategies.



IMPLEMENTATION

Equipment is essential to implement the program. It includes a

videotape machine, videotape camera and television monitor. Since most schools have such equipment, it is easy to start the program. The training period for teachers is two and a half days or is available on videocassette. Training materials include a manual, videotape, script, and lesson plans. Acquisition of materials is linked to training via workshop or videotapes.

ASSESSMENT

Pre and post testing has been done with standardized tests in the district and in replicating districts, such as SRA and the Iowa Test of Basic Skills. The improvement on these tests is statistically significant at .05 level and larger than three standard deviations. Significant gains were also found on the normal curve equivalent (NCE) scores on reading skills. Subjectively, students are highly motivated to learn and do not feel the stigmatization by the label "remedial" students.

NEW JERSEY WRITING PROJECT IN TEXAS

The New Jersey Writing Project in Texas (NJWPT) is a state-wide writing program to train teachers of grades K - 12 in the writing process. Beginning in 1980 in Texas, NJWPT has 25 sites across the state, has 250 trainers, and provides three-week long Summer Institutes to train teachers to focus on process, not product. It is a validated program in the National Diffusion Network.

Contact: Dr. Joyce Armstrong Carroll, Director
Edward E. Wilson, Director
6135 Hampton Court
Spring, TX 77389

Phone: (713) 370-9955

Target Audience: Teachers of grade K - 12.

NEEDS

This program fulfills the need to improve student writing and confidence in writing by improving the teaching of writing through in-service training.

DESCRIPTION

The New Jersey Writing Project in Texas grew from the New Jersey Writing Project, headed by Dr. Janet Emig and Dr. Joyce Carroll, and affiliated with the National Writing Project. Using Emig's model of reflexive and extensive writing, NJWP collaborated with the Educational Testing Service (ETS) to collect data on students whose teachers were trained with this model. The National Writing Project lacked such hard data at the time, but NJWP's data clearly established the efficacy of its staff development on student achievement in writing. In 1979 the New Jersey Writing Project earned its validation in the National Diffusion Network.

NJWP'S teacher training represents a paradigm shift away from a product approach to writing with its atomistic assessment of specific skills to a process approach with holistic scoring. The training stresses the integration of writing theory with pedagogy and the

integration of writing and reading. Teachers work intensively on their own writing and critiquing their writing with others; in this way they can actually experience techniques that they can then use with their students. Teachers generate drafts and place finished products of multiple purposes and modes of writing in their portfolios. Teachers learn to share their writing with their peers and to use peer conferencing as they revise, rewrite, or correct their writing. The training emphasizes the district's curricular needs. The role of the teacher is revised to writing facilitator and away from authoritative teacher.

NJWP training consists of a three-week, 90-120 hour Summer Institute in which teachers write for at least one hour every morning . The writing begins as free and self-sponsored, but other stimuli activate writing, such as peer suggestions, conferences with the trainer, presentations, and assignment of finished pieces. Thus, teachers learn both about their own writing and about writing as a mode of learning about the teaching of writing.

To facilitate analysis of these experiences, teachers are encouraged to keep a running portfolio of their writing. Every teacher reads her paper aloud twice in peer group critiquing sessions. Peers react orally and in writing, either using a variety of criteria sheets or commenting directly on each other's papers. Evaluation moves from general reactions to specific analysis of grammar (in the context of the particular needs of the written product), style, diction, paragraphing, form, and other elements. Also, teachers can meet individually with a NJWPT trainer to promote guidance on work-in-progress.

After sharing, discussing, and conferencing, teachers rewrite their papers. The tasks of correcting, revising, and rewriting, which are separate functions within the composing process, grow naturally out of the writing, not out of some remote mechanical rules. Participants close each day with presentations of their writing in which each participant plays the role of teacher while the others simulate the role of the students.

The writing experience is supplemented by visiting speakers, brief lectures, interactive dialogues, and group discussions.

Returning to their classrooms, teachers introduce writing as a process and integrate it into existing curricula. Generally each teacher provides time for in-class pre-writing, drafting, and rewriting activities. Often the teacher models writing for the students. Students form peer editing groups and receive further help from the teacher through individual conferences when necessary. In the revision phase, the teacher incorporates appropriate grammar and other mechanics. Students develop writing portfolios of the stages of their work.

IMPLEMENTATION

The Summer Institute provides an intensive experience for teachers who return to their classroom to implement this approach. A smaller group of these teachers are invited to continue their training for one more year, in order to serve as certified NJWPT trainers within their district. NJWPT trains these teacher primarily on weekends through one year and updates their training in an annual trainers' conference. There are also weekend retreats for all participants of the summer institutes. NJWPT has two active demonstration schools, in Northside ISD in San Antonio and in Spring ISD (near Houston). They

have also developed training for Special Education teachers in the writing process.

ASSESSMENT

Growing numbers of teachers in Texas are participating in this program; by 1989 there were 140 trainers in the state, twelve sites across the state, and two demonstrationg schools. TEAMS scores have been higher for students whose teachers participated in the NJWPT. Also teachers report that their students are more confident about their writing.

Analysis of data down through the kindergarten level supports data originally derived in the late 1970's in New Jersey and analyzed by the Educational Testing Service. This earlier analysis indicated a 14.5 percent increase in the holistic score on the post-test writing sample of average students in the experimental group that received instruction in the writing process through NJWP-trained teachers.

ODYSSEY OF THE MIND

Odyssey of the Mind at Forest Trail Elementary began in 1988. Odyssey of the Mind (OM), originated in 1978 by Dr. Theodore Gourley of the New Jersey Department of Education and Dr. Sam Micklus of Glassboro State, gives students the opportunity to develop creative problem-solving skills in "hands-on" situations. Students through participation develop fluency, flexibility, and originality in thinking.

Contact: Dr. Marti Dryk

Address: Eanes ISD
601 Camp Craft Rd.
Austin, TX 78746

Phone: (512) 328-4010

Target Audience: Students in grades 4-8.

NEEDS

The OM program fulfills the need of students looking for a creative outlet for their imagination and problem-solving skills to advance their thinking process.

DESCRIPTION

To encourage the imaginative thinking that is part of problem solving, two educators, Drs. Gourley and Micklus, started Odyssey of the Mind. OM is devoted to teaching young people of all ages the creative ways of thinking through problem solving. The students participate in a variety of challenging problems and tasks that encourages their enthusiasm and competitive spirit. OM is now operating in more than 1500 schools throughout the country. Its founders believed that mental games can be played with the same enthusiasm and competitive spirit as physical games, and the mind, like the body, can be trained through practice and exercise to reach its fullest potential. Odyssey of the Mind combines the excitement of an athletic competition with fun-filled mental gymnastics for youngsters. It provides creative problem solving for all ages, offering participants the thrill of seeing their imaginations at work in contests.

There are two parts to the OM program; spontaneous problems and long-term problems. Spontaneous problems challenge a team's ability to think on its feet. For long-term problems teams are given time to prepare solutions to specific problems. Using certain guidelines, the students must do everything themselves. Sample problems include "Just in Time," "Do More with Less," and "Fabulous Fables." In the long-term problem, "Just in Time," a team must design and produce a transportation system consisting of five battery-powered vehicles carrying costume parts to each teammate in eight minutes. Costume parts will arrive "just in time" to change the team's appearance. The vehicles will run in paths that allow them to crash into one another if their movements are timed incorrectly, causing the balloon attached to the vehicle to pop. A spontaneous problem, "Do More with Less," requires the team to design and construct a balsa-wood and glue structure that will balance and support the greatest weight. Structures must measure 8 to 8 1/2 inches in height and may not exceed 15 grams in weight. The score is determined by the pounds of weight supported per gram of weight of the structure. "Fabulous Fables" allows teams to create and perform their interpretations of a fable. All of these challenging problems tap into the creativity of the student.

IMPLEMENTATION

Both parent and teachers can be OM coaches. Parent and teacher coaches are trained by a coordinator who is trained directly by OM personnel. Forest Trail Elementary provides a 45 minute period of "academic freedom" during which teachers work on OM in order to reduce the meeting time after school. In the Eanes district, there are 53 teams with five to seven students on each team. In the summer of 1989, with the program in existence for only one year, Eanes district had sent five students to state competition. The cost of the program is a $90 membership fee, plus the cost of the different kinds of problems.

ASSESSMENT

Parent and teacher evaluations, which have only been positive, say that children learn to work as groups and peer relationships have improved. Aside from learning problem-solving skills in a fun way, students find it easier to form new friendships. The students are less afraid to approach new situations. Standardized tests have not been available since the program has existed in this district for a short time.

OPEN COURT'S "HOT TEACHING"

This private Catholic school has implemented an instructional strategy, "Hot Teaching," based on the Open Court Company's reading and language series. "Hot Teaching" replaces the usual repetitive instruction with a fast-paced system that keeps the students enthusiastic and interested. The strategy also uses multi-sensory teaching, such as acting out words. "Hot Teaching" stresses self-correction and progress rather than language mastery. The U. S. Department of Education recognized the school in the 1987-88 Elementary School Recognition Program.

Contact: Mrs. Ann Middlebrooks

Address: St. Bernard Elementary School
251 East Bridge St.
Breaux Bridge, LA 70517

Phone: (318) 332-5350

Target Audience: Students in grades K-6.

NEEDS

The Open Court's "Hot Teaching" fills the need for giving students the opportunity to understand language arts by using a fast-paced, multi-sensory approach.

DESCRIPTION

St. Bernard Elementary School has approximately 478 students in grades K-8, of whom 17% are black. Teachers in all the major subject areas in grades K-6 use "Hot Teaching."

Teachers use "Hot Teaching" to interest students. For example, a teacher might introduce a word or tell the students the plot of the story, rather than start out by asking questions. Students, not teachers, generate the questions, which are discussed after the story is read. Teachers also use a supplementary method, called "discrete teaching," in which games and hands-on experiences in a workshop setting reinforce students' learning.

IMPLEMENTATION

St. Bernard Elementary School started the "Hot Teaching" in 1984. All of the teachers attend a three-day Open Court workshop provided by the company. The cost per person for the three-day workshop is minimal. Week-long sessions are also available. In the workshop the teachers learn the theory of "Hot Teaching." Open Court even provides detailed instructions about how to set up the physical classroom. For example, the classroom should be arranged in a "U" shape instead of straight rows so the teacher can be positioned in the center. At any given time, the teacher can reach and give a pat to a student for good work. The workshop also suggests having different activity areas, such as a reading area and a play area. After the initial workshop, the staff attends one workshop every three years to learn about current findings.

A school can implement the program right away, provided that the faculty has attended the initial three-day workshop. St. Bernard started the strategy in kindergarten and then added on each new entering kindergarten until all six grades used "Hot Teaching." It is usually too difficult to tackle the program throughout the whole school system all at once.

ASSESSMENT

In 1986-87, seventy-nine percent of the whole student body of St. Bernard Elementary students scored at or above grade level in reading on the SRA test. In 1987-88, seventy-six percent of the student body scored at or above grade level in reading. The composite scores of the students on the SRA test have risen or been maintained well over the 50th percentile for the last three years. Former students now in high school are frequently placed in advanced classes, based on their high achievement scores. Open Court's "Hot Teaching" has the enthusiastic support of teachers at St. Bernard.

PARTNERSHIPS IN EDUCATION

A grocery store chain based in Shawnee, Oklahoma has developed several programs benefitting fifteen school districts in the Shawnee and Tecumseh, Oklahoma area. These programs include Pratt's Gold Card Club, an incentive program allowing honor roll students to receive free merchandise from Pratt's Foods, an essay contest and a Rally for Education to increase community awareness and involvement in the Campbell Labels for Education Program.

Contact: Rick Hagan, Merchandiser

Address: Pratt Foods
Box 308
Shawnee, OK 74802-0308

Phone: (405) 275-9831

Target Audience: Grades 7-12

NEEDS

Pratt's Partnerships in Education fulfills the need for:

- Rewarding academic excellence.
- Involving the community in education.
- Recognizing teachers.

DESCRIPTION

Most people in the greater Shawnee and Tecumseh, Oklahoma area are of low economic status due to the state recession a few years ago. In November 1987, Pratt Foods began their partnership programs as a way to benefit local schools in economic trouble.

Fifteen school districts and approximately 15,000 students are served through the Pratt Foods' Partnerships in Education. Of these fifteen districts, only the Shawnee and Tecumseh school districts are in cities; the remaining are in small town or rural areas.

Both high schools and junior highs are eligible for the partnership programs.

Out of the total number of students involved in these programs, two school districts are predominantly Black, approximately 12 percent of the total number of students are native American and almost all students are from low economic families.

Every nine weeks when students receive report cards, any student with an A average can take his or her report card to the Pratt Foods' main location in Shawnee to have his or her picture taken and put on a gold identification card.

Students can then use their cards at any of five Shawnee or Tecumseh locations to receive free merchandise such as a half-gallon of ice cream, a two-liter bottle of soft drink, a video rental or a pizza. The cards must be validated every report card period to verify qualification. An average of 250 students are eligible for a Gold Card every nine weeks.

Pratt Foods also held an "I Love My Mom Essay Contest" in May of 1987 for grades 2-5 and plans to repeat it every two to three years. In this project teachers select a winner from each class and the first place winner in each grade is presented with a children's dictionary. All students participating in the contest had their essays framed to take to their mothers on Mother's Day.

In addition to their original programs, Pratt Foods continually supports and promotes the Campbell's Labels For Education program in their market area. Schools can collect Campbell's labels to "purchase" free school equipment. Along with this program, Pratt Foods holds a Rally For Education to increase public awareness, and a Teacher Appreciation Dinner to honor teachers for their involvement.

IMPLEMENTATION

Pratt Foods implemented each program by writing public and private schools in their market area, explaining their programs and asking for their involvement.

Total cost of the programs, including materials and advertising, averages slightly over $5,000 annually and is completely covered by Pratt Foods. Minimal extra time is required from employees.

Because Pratt Foods is a small corporation with ten locations, the Gold Card program could only work in small town or rural areas. A similar program in a metropolitan area could only be implemented by a major grocery store chain with several city locations in order for the giveaway merchandise to be easily accessible to the public.

ASSESSMENT

Pratt Foods is currently assessing the success of their programs. The corporation has received very positive feedback and gratitude from school districts and parents alike.

In the 1987-88 school year, the corporation was selected a winner in the President's Citation Program for Private Sector Initiatives.

PARTNERSHIP PROGRAM

This private elementary school has implemented a partnership program between students in grades 9-12 and students in grades K-5. The upper school students volunteer to work on a variety of skills on a one-to-one basis with the lower school students. This program was recognized by the U. S. Department of Education in the 1987-88 Elementary School Recognition Program.

Contact: Mrs. Sharon Nelson

Address: Isidore Newman School
1903 Jefferson Ave.
New Orleans, LA 70115

Phone: (504) 899-5641

Target Audience: Students in grades K-5, many of whom are gifted.

NEEDS

This volunteer program fulfills the need for individualized instruction.

DESCRIPTION

Isidore Newman Lower School is a private college preparatory school which bases admission on a series of intelligence tests as well as achievement tests. A high percentage of students are gifted children. The total enrollment is 1,140 in grades K-12. The Lower School consists of 480 students in grades K-5. Each year approximately 50-60 secondary students work with the elementary students.

The main goals of the volunteer program are:

- Increasing leadership abilities and community service,
- Developing awareness for individual differences,
- Teaching learning techniques for reading, writing, and thinking.

The volunteer program at Isidore Newman Lower School benefits everyone involved. Since the staff realized that there are individual differences in learning styles, this program provides one-on-one instruction. As a result, the program increases leadership ability, develops an awareness of individual differences, and teaches techniques for reading, writing, and thinking. About 50-60 upper school students (grades 9-12) are assigned to the lower school on a semester basis. They come one to three times a week and help in the science lab, art studio, library, or in the classroom setting. Students are assigned to a certain class for consistency. They can choose to work in groups or individually to do enrichment or remedial type of work.

This program is easily installed and cost-free, since the students volunteer their free time to work with the younger children and assist teachers. Some paperwork is involved to match the schedules of the teachers and the volunteer students. The volunteer students are encouraged to be dependable and responsible. They act as role models for the children.

IMPLEMENTATION

Isidore Newman Lower School started the partnership program about five years ago. A general assembly was held to present the program to the upper grade students and to sign them up in specific areas of interest. The students commit on a semester basis and are trained to provide consistency. The volunteers at the end of the semester receive certificates. The cost is minimal, since it is a volunteer system, but some paperwork is necessary. This type of program should be operational in about a year.

ASSESSMENT

Since the program started, many student volunteers have returned and a greater number of requests have been made by the teachers. No specific test scores have been reviewed, but higher achievement scores are inevitable. The Lower School children seem to be more interested and enthusiastic toward school. They look up to the volunteer students as role models. Thus, a genuine relationship develops between the two, which benefits the child and the student volunteer.

POWER WRITING PROGRAM

This program emphasizes highly structured writing and sets strict criteria for good writing. The process can be applied to all types of writing and can be made more complex for different achievement levels.

Contact: Mrs. Marlene S. Quinn

Address: School of St. Mary
1365 East 49 Place
Tulsa, OK 74105

Phone: (918) 749-9361

Target Audience: All students grades 1-8

NEEDS

The Power Writing Program fulfills the need for:

- Teaching unity and coherence in writing.
- Helping students understand the variability of structure in writing.
- Reducing grading time for teachers.

DESCRIPTION

The School of St. Mary is a parochial school with an enrollment of 260 students in grades K-8. The school has a two percent minority population and a small number of economically disadvantaged students.

Students are introduced to the Power Writing Program in the first grade. The program includes five strategies:

1. Assigns numerical value to words, sentences, phrases and paragraphs.
2. Works towards a goal of 100 percent literacy.
3. Achieves brevity, unity, coherence and clarity in action.

4. Reviews grammar and punctuation and emphasizes different sentence patterns.

5. Provides instruction in organization.

As part of the program's first concept, students are told what number type sentences, words or phrases to use when writing a paragraph or essay. For example, students learn that the first power in writing is for the main idea or topic sentence; the second power is for major detail; the third power is for minor detail. Thus, a 1-2-2 paragraph would have a main idea and two major details.

Teachers also set strict criteria for writing assignments as well as assign the desired pattern. A typical writing assignment might be: Write a 1-2-3-2-3 paragraph with a maximum of two "to be" verbs, two transition words and one sentence beginning with a gerund.

The program can be applied to all types of writing, including expository, narrative, descriptive or creative.

One main idea of the program is that teachers never have to assume that students understand lessons and concepts. By setting definite criteria, teachers help make assignments more clear to students.

As students move into higher grade levels, teachers add different criteria and introduce more sentence patterns. Writing assignments become more complex.

IMPLEMENTATION

The Power Writing Program began at the School of St. Mary five years ago. Teachers who saw a need for more structured writing outlined the curriculum at a diocesan workshop, basing it on the program developed by Communication Associates in Los Angeles, California.

The Power Writing Program is not an integral part of the curriculum at the School of St. Mary in that all teachers must utilize its methods. Those who do choose to follow the program are trained at a basic workshop. However, the program is best learned through practice.

No books are used in the program. Only the teacher's manual is needed which includes several worksheets to be duplicated for students. To obtain a copy of materials write: Communication Associates/2160 Century Park East # 201 N./ Los Angeles, CA 90067.

ASSESSMENT

Because the School of St. Mary has always had high achieving students, any increases on standardized test scores due to the program are difficult to determine.

There has been very positive feedback from the high schools since the program's implementation. High school teachers remark on the noticeable improvement of students' writing and general organizational skills.

Other teachers have noticed a marked increase in students' vocabulary, better spelling and a more careful use of punctuation. Furthermore, teachers' composition grading time has been decreased through the program.

PROJECT CLIMB

(Coordinated Learning Integration — Middlesex Basics)

Project CLIMB is a whole-school plan for organization and coordination of curriculum delivery, student evaluation, and record keeping. The program has three components: skills arrays for reading and math; criterion referenced tests; individual student record files. Math and reading are CLIMB's basic areas, although the program has a new writing component with tie-ins to content areas. Project CLIMB is validated and funded by the National Diffusion Network as an exemplary program.

Contact: Barbara Brenner, Director

Site: Middlesex Public Schools

Address: 300 Kennedy Drive
Middlesex, New Jersey 08846

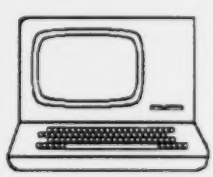
Phone: (201) 968-4494

Target Audience: Teachers, administrators and students of grades K-12, all learning levels. Effective in programs for regular and compensatory education, ESL, Chapter I, and migrant populations.

NEEDS

Project CLIMB fulfills the need for:

- Promoting student achievement in reading and math.
- Coordinating fragmented services within a school for maximum efficiency and effectiveness.
- Providing teachers with a common language regarding skills, testing and record-keeping.
- Increasing teachers' awareness of what they are teaching; increasing teachers' accountability.
- Allowing for different teaching styles within a well-organized superstructure.



DESCRIPTION

CLIMB was developed in 1976 and is currently in place at 1,800 sites in 30 states. The program is very adaptable; it has been used in settings ranging from large urban to small rural schools, and with many specialized programs such as special education and ESL.

Skills arrays

CLIMB skills arrays are diagnostic and instructional tools. Teachers use the arrays with textbooks and materials already in place at the school, and develop lessons to cover the skills. Hundreds of skills for math and reading are listed sequentially and by category. Each listed skill is identified by a number which keys it according to learning level, skill area and specific skill.

Reading - CLIMB organizes reading skills into the eight areas listed below. Skills in all eight areas are addressed at each learning level.

1. Sight Word Recognition
2. Phonetic Analysis
3. Structural Analysis
4. Comprehension: Word Meaning
5. Comprehension: Literal
6. Comprehension: Interpretive
7. Work Study Skills: Locational
8. Work Study Skills: Organizational

Math - CLIMB categorizes math skills into six major areas, which are addressed sequentially. The array focuses on moving from the concrete to the symbolic. Each math area is divided into units which contain several skills. The six math skill areas are:

1. Whole Numbers
2. Fractions
3. Decimals
4. Percentages
5. Measurement and Geometry
6. Pre-algebra and Algebra

CLIMB also provides model lessons for writing activities across the content areas. Each writing lesson lists the reading skills it addresses, as well as the thinking and writing skills targeted.

Criterion Referenced Tests

CLIMB has developed tests which measure the skills in the reading and math skills arrays. The tests contain five to ten items each. Teachers administer the criterion referenced tests at frequent intervals to track students' progress through the arrays.

Also available are diagnostic survey tests used at the beginning and end of the year. At the year's start, the diagnostic tests assist teachers in creating class profiles and developing prescriptive lessons. At the year's end, these tests provide information on students' gains and remaining deficiencies.

Record Keeping

CLIMB utilizes two record-keeping systems which chart students' long-term and short-term

progress. The long-term system is a file folder for each student, carrying information on his continual progress through each grade. This folder contains sheets listing every skill in the math and reading arrays; skills are checked off as the student masters them. The folder is passed from teacher to teacher as the student advances through grades.

The short-term system keeps up with day-to-day progress for the whole class, as well as individual students. A check sheet listing skills and students' names gives the teacher a picture of the class' grasp of skills for each unit. Both systems are helpful tools for parent conferences.

CLIMB has recently developed a computerized record-keeping and skills management system. The computer program is in limited use at this time, but there are plans to make it available on a wide scale in the future.

IMPLEMENTATION

The adoption of Project CLIMB requires a strong commitment from both teachers and administrators. Teachers must meet at least once a month to develop plans and discuss the program's progress. There is an emphasis on open communication and sharing of materials, records and ideas.

Training - A two-day workshop is required for training in each discipline (reading or math), at a cost of $250 per day plus expenses for the trainer. There is a one-day follow-up shortly after the program is started. Follow-up telephone consultation is also available. There is strong networking of CLIMB programs within states, and demonstration sites are open to visitors.

Setup - Planning and development for the program takes two to six months, in which CLIMB representatives and faculty member draw up a plan tailored to the school's needs. It is recommended that schools hold a one-week summer workshop for all teachers using CLIMB. Usually, schools adopt CLIMB for only one discipline the first year, and add the other the following year.

Materials - CLIMB works with basic texts already in use at a school. The cost of materials can range from $40 to $150 per teacher for each discipline, depending on how much sharing of materials takes place. In addition, a complete set of criterion referenced tests for the whole school costs $375. Materials for each teacher include:

- Skills Arrays
- Criterion Referenced Tests
- Record Keeping Folders
- Class Profile Sheets
- Training Materials

ASSESSMENT

The effectiveness of Project CLIMB has been thoroughly documented. A study of CLIMB students using standardized tests over a four-year period has yielded the following results:

- Statistically significant growth (.01) in 10 out of 12 grades in reading.
- Statistically significant growth (.01) in 11 out of 12 grades in math.
- 50 percent reduction in compensatory education population of project students.

Teachers report the first year of CLIMB's implementation is difficult, but with continued commitment and support from administrators the program falls into place after the initial adjustment period. Once teachers are comfortable with the program, they become positive about its benefits. Teachers especially like the program's structure and its effectiveness as a tool for communication with other teachers and with parents.

PROGRAM OF EDUCATIONAL ENRICHMENT/CHAPTER 1

This is a pull-out Chapter 1 laboratory program with a 12:1 student to teacher ratio. The program offers a multi-sensory approach to teaching reading readiness, reading, and math. Students also spend two hours a week on computers.

Contact: Julius Huhn

Address: Concordia Parish School Board
P.O. Box 950
Vidalia, LA 71373

Phone: (318) 336-4226

Target Audience: High risk students in grades 1-6

NEEDS

The Concordia Parish Chapter 1 program fulfills the need for:

- Identifying and assessing the needs of educationally deprived students.
- Providing a highly structured, yet varied curriculum for at-risk students.
- Establishing a reward system for student achievement.

DESCRIPTION

Concordia Parish School District is set in a predominantly rural, economically depressed area of Louisiana. It is estimated that 54.2 percent of the students in the district come from low income families, and 52 percent of all students are Black. The total district enrollment is 4,555 students.

The Chapter 1 program began in 1965. Participating in the program are five elementary schools and one junior high serving 716 student participants, 60 percent of whom are Black.

To select students for the program teachers in grades 1-6 assess all free-lunch students in reading and mathematics and assign

weighted scores in three areas: (1) achievement test percentile scores, (2) instructional success, and (3) teacher judgment. A total composite score is calculated for each student and a list ranking the students from high to low, by grade and subject, is prepared for each school.

The total points assigned to each student determines student selection for participation in this Chapter 1 program. A student with the higher composite eligibility score is given preference over a student with a lower score.

Selected students in reading and mathematics in grades 1-6 are pulled out of the regular classrooms and placed in a laboratory setting for an additional hour-long period of instruction. Each class has a maximum 12:1 student to teacher ratio.

Laboratory activities in both subjects are tied together by the Hoffman Education System. This is a structured, individualized curriculum which is made up of a variety of commercial and teacher-made activities, including computer programs, for all grades.

Most of the students' laboratory work is diagnostic/prescriptive. Each class meeting every student receives an individual prescription of activities to complete. The philosophy behind Concordia Parish's program is that students can work at their own pace, even if it means falling behind what is being studied in the regular classes.

Instructional strategies are varied and include direct teaching to individual students, direct teaching to small groups, hands-on activities, computer-assisted instruction, educational games, questions and answers, oral reading and recitation, songs, choral reading, drill and practice, tutorial activities, and multi-media activities, such as videotapes, audio slides, and movies.

Letter grades U, S, or G are given for the laboratory classes. Students who make two B averages in a row in their outside classes are retested to determine whether or not they still need the laboratory.

Student accomplishments are acknowledged through progress reports, statements of praise, displays of their work, and tangible rewards—such as a silly pencil or sticker instead of food. Formal recognition is given to the best writer of the month by having a display on a special bulletin board at the Concordia Parish Media Center, a certificate and button awarded to the student, and a photograph with the Chapter 1 teacher.

Parent involvement is also an integral part of the Chapter 1 program. Chapter 1 teachers schedule conferences during the year to discuss the program and student progress.

IMPLEMENTATION

Louisiana implemented the Chapter 1 program at Concordia Parish because of the high number of high-risk, low income students. All funding for the program is covered by the U.S. Government. The cost per student is estimated at less than $500.

Staff development and training is carried out through a variety of ways. These include local inservice sessions approximately eight times during the school year; summer workshops; attendance at state, regional, and national reading and mathematics conferences; and professional articles disseminated periodically by subject supervisors.

Teachers also receive frequent on-site assistance from both supervisors who observe and confer with teachers approximately three times a week.

ASSESSMENT

Coordinators assess program effectiveness through pre and post testing. The California Achievement Test is administered to students in the fall and spring. Each year students have consistently exceeded project goals of a three NCE gain.

These standardized test scores are then compared to state and national scores for further assessment. In 1986, Chapter 1 math students' scores at Concordia Parish Schools were higher than the state and national average in all grades. In 1987, grades 2-5 math and reading scores exceeded state averages. Comparative data for the first grade were not available and only sixth graders in Chapter 1 scored lower than the state average.

Chapter 1 reading scores at Concordia Parish Schools exceeded state scores in all grades in 1986 and 1987, with the exception of the sixth grade in 1987. National NCE averages were exceeded in 1986 for grades 2-5 in reading. The absence of national data prevents further comparison.

Many students test out of the program during the school year, and a few students' grades have increased enough to make the school's honor roll for the first time.

The Chapter 1 reading program at Concordia Parish Schools received the Secretary's Initiative from the United States Department of Education in 1986, and the mathematics program received recognition from the Louisiana State Department of Education in 1985. Both reading and mathematics received state recognition as a "Program of Merit" in 1989.

done with a teacher in the room, in a writing laboratory, or at a computer station within a regular classroom. The software consists of three parts: the Planner; the Mailbag; the Library.

The Planner consists of pre-writing questions which are student-developed or teacher-developed. The questions are focused on a given topic, such as a restaurant review, and act as prompts to which students respond. From the variety of their responses comes the first draft. By emphasizing the variety of ways in which a question may be answered, the program emphasizes fluency as an important aspect in the writing process. The Planner's questions may be developed by the teacher in whole-class brainstorming, by teacher teams, or by the individual students. The Planner provides the beginning structure for expository and persuasive writing by breaking large topics into a series of questions and individualized responses.

The Mailbag simulates electronic mail, allowing students to send and receive messages, to their teacher, principal, or even students in other places. Teachers often use the Mailbag to monitor student progress and individualize plans for each student.

The Library is a text editor or word-processing component which allows students to edit, revise, format, and print text.

Students often work in pairs at the computer, sometimes engaged in collaborative writing. Students work for as much time as equipment and schedule permits, but a typical time is 30 to 40 minutes per week. Teachers are provided with a Teacher's Guide, which is a 15 step "cookbook" with a sequence of instructions for introducing each software program. Some teachers begin using QUILL as a method for teaching keyboarding skills. Generally the cookbook sequence covers the first two months of QUILL usage, and is followed by writing activities which use QUILL as a supplement.

Teachers prepare students for writing by using the Planner. After students have answered the questions, they are able to generate a first draft. They enter their texts in the Library, print out copies, edit, revise, and share revised texts with students and teacher for further feedback. Revised texts are entered on the computer for final revision and formatting.

IMPLEMENTATION

Teachers are trained by a QUILL facilitator in two to three days. However, staff usually needs about six months to become truly familiar with the program. During training teachers learn how to use the software, especially with specific projects they have planned for their students. Classroom management and integration of QUILL into language arts and other content areas are also discussed. When possible, QUILL trainers provide in-class coaching for teachers as well.

QUILL's developers stress that QUILL is not magic. It requires a teacher to model the writing process and must be done hand-in-hand with good classroom teaching. QUILL doesn't do everything for the teacher, but it does reinforce the current writing program within a classroom. The Planner is a clean and neat package for pre-writing activities, but QUILL developers stress that using the computer to teach the process approach to writing is perhaps the most significant aspect of their program. Other software, such as Appleworks and Bank Street Writer may provide suitable software. QUILL trainers are now even using other software and providing training to teachers to

develop Planners on other software. QUILL was developed with the National Writing Center.

There is a strong need for a local facilitator, trained in QUILL along with teachers, but able to coordinate materials, train parent volunteers, take care of hardware, do public relations, work at expanding the number of computers, and assist with follow-up assistance to the teachers.

Parents may be very successfully involved with the QUILL progam. Parents in Lawrence, Kansas served as computer coaches for their children, writing stories on the computers generated by their young children. When these parents learned that they could learn word processing at the same time they assisted their children in the classroom, they happily volunteered their time.

Cost for training (no longer funded by NDN but still validated by it) is $12 per teacher for materials and manual (with each teacher providing two blank computer disks) and $400 per day plus travel for the trainer, who is needed for two to three days.

ASSESSMENT

QUILL's effectiveness is thoroughly documented. Formal field testing, evaluation, and program modification was completed in 1982-83 with students from Connecticut, New Jersey, and Massachusetts. Students ranged from minority gifted and talented to mainstream, majority students and from rural to suburban. Students were tested through primary trait scoring of pre-test and post-test writing samples on persuasive and expository writing. In this type of scoring specific criteria for each genre are developed which must be present to some degree. A general four point scale was used to score holistically the student writing.

The analyses of the testing indicated that 1) QUILL students' improvement in writing was statistically significant in all cases, and that 2) these gains exceeded those of control students at a statistically significant level in five of six cases. Students improved their ability to write in the expository and the persuasive genre, the two most common genres for in-school writing.

Interestingly, the improved performance of writing with computers seems to generalize to non-computer writing, since the writing samples were not done with the computer. In addition, there is a noticeable increase in students' willingness to revise, to experiment, and to collaborate in a critical and thoughtful exchange. Use of the computer seems specifically to encourage this type of collaborative exchange. The computer also makes it physically easier for those who are reluctant to write because of the laborious quality of the task. Young boys with difficulty in handwriting may benefit in particular from using computers for writing.

READING EDUCATION ACCOUNTABILITY DESIGN: SECONDARY (READ:S)

Project READ:S directly addresses the need for improved reading instruction at the secondary level. Project READ:S provides for in-service training of teachers in all content areas; for the development and production of instructional materials and activities; and for the direct instruction and reinforcement of vocabulary, comprehension, and study skills with teacher-developed instructional modules and computer-assisted lesson design. The National Diffusion Network in 1988 recognized the project.

Contact: Mrs. Lynn Dennis, Project Director

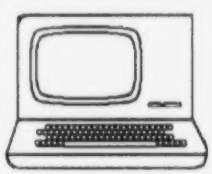
Address: Coeur d'Alene School District No. 271
311 N. 10th St.
Coeur d'Alene, Idaho 83814

Phone: (208) 664-8241

Target Audience: Students in grades 7-12.

NEEDS

This program addresses the need to improve reading skills and learning in the content areas for students in secondary schools. This program was prompted by the problems defined by the local districts, after conducting a District Community Assessment Test and discovering the high rate of truancy, dropouts, and the lack of discipline, all related to reading deficiency. At the time there was no reading class after the sixth grade level.



DESCRIPTION

Project READ:S is a comprehensive, computer-assisted reading program within the content areas for secondary schools. It emphasizes student mastery of priority, adult-level reading skills through the use of cooperative teacher-developed instructional modules in vocabulary, comprehension, and study skills. Importantly, the project is a curriculum process, rather than a pre-packaged curriculum, that integrates four basic components and one optional component:

1. An instructional component, emphasizing direct instruction in reading by the language arts/English teachers.

2. Reinforcement component, providing for mastery of the priority reading skills in all content areas that are outlined in the Wichita Reading Inventory's scope and sequence.

3. An in-service component, focusing on training content area teachers in the cooperative construction, application, and evaluation of teaching/learning modules. The training sessions are designed to improve teachers' understanding of the adopted hierarchy of priority reading skills, outlined in the Wichita Reading Inventory. They then develop their own modules, based on the skills, and use them for reinforcement within their classes. These content area teachers are not trained to be reading teachers, but they are trained to develop and instruct with their own modules that reinforce the same skills being taught in all classes.

4. management component, providing record-keeping assistance. The entire project results in a management system for reading proficiency that includes:

   - an Instructor's Manual;
   - a hierarchy of sequential, priority reading skills;
   - a structured set of outlines and module formats for the development of teaching/learning to be used in the classroom of each teacher;
   - a set of software, containing Project READ:S sample modules and authoring diskettes for those schools equipped with the Apple II computers; and
   - An optional computer-assisted component to expand the opportunities of content area teachers to use the motivational and technological advantages of the computer.

Project READ:S-trained teachers are instructing/reinforcing essential reading skills and strategies on a daily basis. They do this by "plugging in" their subject matter courses into the formats of Project READ:S lesson-design modules. These modules are reading guides that accompany the student throughout the reading process and assist afterwards, during post-reading discussions. They are composed of questions in a variety of formats: multiple choice, completion, true/false, and short answer, the choice of which is left to the teacher.

IMPLEMENTATION

Coeur d'Alene School District started Project READ:S in 1979 because of the reading deficiency in their secondary education program. To initiate the project, a school must have the support of the school administration because of the teacher training involved. The school district must be willing to release teachers for a three-day training period, a commitment difficult for some administrations to make.

Vocabulary, comprehension, and study skills are taught to participants on consecutive days. The vocabulary component presents key terms first; then the students are asked to pronounce the word, repeat the word, spell the word, learn the definition of the word, and finally to use the word in appropriate contextual setting. The comprehension component is designed to guide the students' understanding as they read silently, by focusing their attention on informa-

tion or questions given by the instructor. Finally, the study skills module provides students with practice in content-relevant skills, such as skimming, scanning, interpreting tables, etc.

Teachers from all content areas can use this process to help students learn effectively and efficiently on a daily basis. Through the faculty's working together over an extended period, teachers can develop a module bank from which teachers can draw their lesson plans. The minimal cost of the training is taken care of by the school district.

ASSESSMENT

Since the project was first implemented in 1979-80, thirteen studies have been undertaken to assess its impact on reading. Two of these studies were descriptive in nature, while 11 produced sufficient statistical evidence. The analysis revealed that the mean performance of READ:S students on standardized comprehension tests was one standard deviation above that of non-participants. Equally notable, all districts reported statistically significant advantages for READ:S, and the smallest effect-size produced (i.e., the difference between experimental and control group members expressed in standard deviations) was .51. This evidence is consistent and robust, indicating that the project has, without exception, had a moderate-to-strong effect on students' reading achievement. The program has been successful because it meets a common need with a practical methodology and with up-to-date microcomputer technology.

READING SOFTWARE

This program familiarizes children with new technology. Most importantly, computers and software supplement the childrens' reading and math classes.

Contact: John Grasshoff, Principal

Address: Manor Elementary School
P.O. Drawer R
Manor, TX 78653

Phone: (512) 272-4315

Target Audience: Chapter 1 students in grades K-5.

NEEDS

The computer-assisted program helps students to reach their grade level in reading and math.

DESCRIPTIONS

Manor Elementary has approximately 640 students; 60% of whom are minority and 58% of whom are economically disadvantaged.

Manor Elementary has used Education Systems Company (ESC) software since 1987 in reading and math. The Basic Skills Inventory Test developed by ESC is used to place students in an appropriate lesson to match their skill level. The lessons are directly correlated to the Texas Educational Assessment of Minimum Skills (TEAMS), most basal textbooks, and to Texas' essential curriculum elements. The software includes a pre-TEAMS testing to assess weaknesses and strengths and to diagnose specific lessons for students. The computer keeps data on how the individual is progressing. This feature allows the teacher to give individual instruction to a student in a particular problem area. Another good feature is the use of headphones and microphones to keep students focused on the lessons and to allow for voice-activated language lessons. The vocabulary repetition and pronunciation program provides a fun and comfortable environment in which to learn. The students are identified, and groups of 15 students at a time attend the computer lab.

IMPLEMENTATION

Manor Elementary uses Chapter 1 funds to purchase the computers and ESC software. They also use these funds to train and pay the salaries of the teachers. These remedial teachers take the students who perform poorly on achievement tests and/or who have been recommended by their previous teacher, based on poor marks. At each grade level, 15 students with the most need attend the computer lab. In the afternoon, the computer lab is used for the gifted children to learn higher-level thinking skills.

ASSESSMENT

In Manor Elementary School, there is an apparent increase in student achievement in the fifth grade in reading and writing. Students have scored considerably higher than the state average on the TEAMS tests. The ESC software is also used throughout the Manor Independent School District. The seventh and the ninth grade scores were higher than the state average in reading. Aside from the higher averages, teachers' feedback indicates that students in the program are highly motivated and enthusiastic about learning.

SATURDAY ACADEMY

AEtna's Saturday Academy is a nine-week program in which 7th grade students and their parents meet on Saturday mornings to participate in classes in math, science, computer skills and oral communication. In addition, the parents attend workshops on subjects such as inter-generational communication and family health.

Contact: William Mason, Program Director

Site: AEtna Life and Casualty Foundation

Address: 151 Farmington Avenue
Hartford, CT 06156

Phone: (203) 727-4264

Target Audience: Students in grade 7 who are working at grade level in reading and math, and their parents. Racially and ethnically heterogeneous groupings.

NEEDS

The Saturday Academy fulfills the need for:

- A linkage between the school system, the business community, parents and students.
- Reinforcement of school objectives for students who are not served by remedial or gifted/talented programs.
- Promoting students' enthusiasm for school and presenting reasons for staying in school.
- Direct involvement of parents in the learning process.
- Integration of students of different races/ethnicity.

DESCRIPTION

The Saturday Academy is a nine-week program which involves meetings each Saturday from 8:45 to 12:15 at AEtna's training fa-

cilities. Parent involvement is mandatory: parents must attend at least four of the nine meetings. If a parent is not available, students may bring an older sibling or other relative.

Classes

Each Saturday parents and students *together* attend classes in math, science, computer literacy and oral communication. Classes are taught by teachers in the district who are hired by AEtna. The teachers design the curricula for these enrichment classes, which focus on hands-on activities.

The math class concentrates on practical math such as budgets and train schedules. The science class has done a project on weather and wind currents which involved a balloon release of mail-back postcards. The oral communication class includes readings and recitations, and analysis of records and films. The computer class teaches basic computer literacy and introduces different software applications. A bank of Tandy personal computers is used.

Parent Workshops

Workshops for parents only are held for one and one-half to two hours each week. The subjects of these workshops include mediation, inter-generational issues, loss and bereavement, family health, and parent-teacher communication. Workshops are led by AEtna counseling personnel or professionals in the community.

Shadowing

Students and AEtna employees take part in a "shadowing" day in which students are released from class for one school day. The students go to AEtna and follow an employee through his or her work day. Students find out about the company and the different departments and jobs it comprises. The AEtna employees, who volunteer to be "shadowed," stress ways in which academic skills relate to work skills.

Other Activities

On one Saturday, students and parents make a field trip to an area museum and complete written activities relating to the exhibits. Parents and students write articles for a one-time newsletter which is assembled and printed by AEtna volunteers. Computers are lent to students to use for one week in their homes. Four Tandy personal computers are given away at each session to students with perfect attendance.

The program brings together students from a district which has distinct areas of black, Puerto Rican, Italian, and white populations. For class purposes, students and parents are grouped heterogeneously so they can interact with people from different backgrounds. The program staff and volunteers are also integrated.

IMPLEMENTATION

The Saturday Academy program has been in place for four years; it is funded by AEtna Institute for Corporate Education. The budget for Saturday Academy in 1987-88 (including in-kind services) was $50,000. AEtna facilities and equipment are used, and volunteers act as assistants in the Academy classes and activities. Four teachers (one for each subject) are paid by AEtna. Two parent coordinators are involved.

AEtna holds two nine-week Saturday Academy sessions each year. Seventy-five 7th grade students are involved in each session; they are selected from seven schools in the dis-

trict. Counselors nominate students for the program who are working on grade level in math and reading.

ASSESSMENT

Both students and parents have a high level of involvement in the program, and the attendance rate is very high. Parents note that their children demonstrate a greater interest in school and better study habits after completing the program.

SCHUSTER ELEMENTARY

The Schuster Elementary uses many partnership strategies to stress the importance of reading and writing.

Contact: Nancy Archer, Principal

Address: Schuster Elementary School
5515 Will Ruth
El Paso, TX 79924

Phone: (915) 751-1273

Target Audience: Students in pre-K-6.

NEEDS

The partnership programs fulfill the need to increase English proficiency in both the Spanish and English speakers.

DESCRIPTION

Schuster Elementary draws students from low income projects and lower-middle class areas, and 64% of the students are eligible for the free/reduced lunch program.

In 1984 Schuster began the year with a new principal and almost entirely new staff, many of whom were new to their position and the school district. There has been a low teacher and staff turnover since that time. The faculty has become cohesive, and now many projects such as the partnership programs are handled efficiently by teacher committees.

The reading program uses a basal reading approach with systematic reinforcement of skills mastered in early grades. The reading program is extended to home partnership with parents, in a program called "Come Read With Me." Parents devote half an hour a day to reading with their child. The home reading is reinforced by charting reading patterns in the classroom, and the child with the most books read is awarded a prize. Also, students receive at least one and a half hours of instruction in language arts to increase proficiency in such skills as reading for comprehension and personal interest. Included are skills in language mechanics, composition,

speech, and drama. In addition, students and teachers are given 15 minutes of "sustained silent reading" daily to read books of their choice.

The writing program stresses thinking in the pre-writing stage; concepts are fully organized before the student even begins the writing phase. Spelling, punctuation, and knowledge of grammar are taught to facilitate writing for an audience. The program also emphasizes creative writing, such as cinquains and quatrains, which are displayed throughout the school.

Children with special needs are assisted in supplemental or bilingual education classes. But, for all students, tutoring is available before and after school to improve their grades. A student does not have to wait until he becomes an "at-risk" child before he receives help. Some students attend tutoring sessions to stay on the honor roll. Because the homeroom teacher generally teaches her own tutorial program, there is efficiency in addressing the students' needs. The teacher knows which instruction must be continued. Although the school focuses on the English language, the value of knowing two languages is recognized through the foreign language curriculum. Bilingual students are encouraged to maintain and further develop their skills in Spanish in advanced Spanish classes. Monolingual students also have the opportunity to learn Spanish if they wish.

IMPLEMENTATION

Schuster Elementary implemented many programs to raise achievement scores in the basic skills area of reading, writing, and math. Staff cooperation has made these programs possible. They shared ideas with one another, spent their free time tutoring before and after class, and made sure there were clear communication lines between parents and teachers to assure the child's progress.

ASSESSMENT

Two standardized tests were used to document Schuster's progress and growth in student achievement: the Iowa Tests of Basic Skills (ITBS), and the Texas Educational Assessment of Minimum Skills (TEAMS). Despite the facts that 64% of the students are on free or reduced-price lunch program, that Schuster is surrounded by low-income projects and lower-middle class housing, and that gifted students are bused off-campus, Schuster still achieved outstanding academic standards on both the TEAMS and ITBS.

On the TEAMS, Schuster surpassed district and state performance in all grade levels in both math and reading. Furthermore, Schuster ranked sixth out of 67 schools in the district and tenth out of 144 schools in the region. The schools that ranked higher did not have the high proportion of economically-disadvantaged students that Schuster has.

Schuster's ITBS performance improved tremendously from 1986-1987. In all grades, Schuster's average national percentile exceeded district and national averages. In grades 3-6, average math scores increased at least 15 percentiles, with grade 5 increasing 35 percentiles. In language, mean scores increased 14-28 percentiles, and exceeded district and national means. Reading averages also improved, with grades 5 and 6 improving 17 and 14 percentiles respectively.

SEGUIN ISD ELEMENTARY TECHNOLOGY PROGRAM

This computer technology program follows many established theories of instruction with an emphasis on the use of master teachers and the participation of all students, including special education classes, in the program.

Contact: Dave Gettig, Principal

Address: Koennecke Elementary School
9415 S. 123 By Pass
Seguin, TX 78155

Phone: (512) 372-5430

Target Audience: All students grades 4-6

NEEDS

The Seguin ISD Elementary Technology Program fulfills the need for:

- Providing a well-based curriculum in the area of computer technology.
- Introducing students to computer skills useful in higher education and careers.
- Utilizing a wide range of activities and programs within a limited budget.

DESCRIPTION

Seguin Independent School District has a total population of 7,000 with a 60 percent minority population and 45 percent economically disadvantaged population. The district's four elementary schools, each with approximately 500 students in grades 4-6, implemented the computer program two years ago.

Each student in these schools is scheduled a computer course. The program itself is divided into three components: computer as a tool, computer assisted instruction, and word processing.

Through the curriculum for teaching the computer as a tool, students are first taught necessary keyboarding skills through individual drill and practice and group activities such as arranging cards on the floor into the correct keyboard order. After mastering keyboarding, students are taught various computer functions such as telecommunications, database, word processing, spreadsheet, printing, robotics and Logo Language.

Seguin is one of few school districts in the nation using the new software program, Lego-Logo. This program allows students to take actual Legos, build a model of their own design and then, by using small motors and sensors, are able to plug the model into the computer and give it commands.

Through the computer assisted instruction curriculum, students who have scored below the 40th percentile on a standardized test are scheduled for a one-half hour to one hour tutorial in the computer lab. During this time the students are given remedial instruction in language arts and math through selected computer programs.

Through the third component of the computer program, language arts classes are able to use the computer lab for creative writing projects, practice on the TEAMS test's writing formats and working on issues of the school newspaper.

Special education students are also scheduled for the computer classes to do computer exercises that aid them with their learning disabilities.

Computers are also used to help evaluate student progress. At various points in the school year, all fifth grade students are tested using the TEAMS test objectives. The computer then gives a printout on each student showing which objectives were mastered and not mastered. Teachers then gather the information, look at the weaknesses and decide on instructional strategies to re-teach specific objectives.

In the 1988-89 school year, a fourth component was added to the program. This is to place Apple computers in each classroom for enrichment activities. Over the next three years, program administrators hope to gradually add three computers to each room.

IMPLEMENTATION

The idea for this program was first conceived by the Koennecke Elementary School principal who had formerly overseen the implementation of a similar program at a middle school. The principal, together with the school's computer technologist, visited several schools throughout the state that had technology programs in order to determine what aspects they felt would be replicable at Seguin.

One facet of the Seguin technology program that is different from others is the emphasis placed on using master teachers rather than aides. Master teachers, they feel, are better able to answer students' questions, deal with equipment failures and generally keep students enthusiastic about learning.

The master teachers were selected and trained by the Koennecke principal and technologist on special computer skills, how to use particular software and instructional strategies.

The Koennecke principal and technologist oversee the program in each of the district's four elementary schools without being on site. This is done through daily communication and

weekly meetings with all staff members in order to evaluate new software, decide how to fit new programs into the curriculum and whether or not to delete anything from the current curriculum that has not proved successful. Teachers also share ideas and trade instructional strategies.

Each elementary school has a computer lab equipped with 25 Apple 2Es with dual-disk drives and color monitors, several software programs such as Lego-Logo, and Imagewriter printers. For the first year of the program, $25,000 was allocated by the district to cover equipment costs. This sum was then cut down to $3,000 for the following years. All training of school technologists was done voluntarily.

All elementary teachers receive computer instruction along with their classes when bringing them to the lab on Fridays. Moreover, computer classes are offered to teachers and parents in the evenings free of charge. These are taught voluntarily by the Koennecke principal and technologist.

ASSESSMENT

Since its implementation two years ago, attendance has risen to 99 percent. Program supervisors attribute this to a growth in student enthusiasm about the computer classes.

Supervisors feel the organization of the program is the key to its success. By giving school technologists complete control over their classes, their ownership in the program is very high; this aspect makes the teachers more determined to see it work.

Through cross grouping in the classes, slower learners are able to learn from faster learners. Also, high-risk students have a chance to succeed in an alternative classroom environment.

SPRINGDALE HIGH SCHOOL'S SCHOOL-WITHIN-A-SCHOOL

Springdale's School-Within-A-School Program is a schedule of classes, separate from the school's regular curriculum, in which students may enroll as an alternative to regular classes. All classes center around a common theme for the year which allows for interrelated courses, mixing grade levels and a flexible schedule. The program is included in the Coalition of Essential Schools and is designed to help students think critically.

Contact: Harry Wilson, Principal

Address: 1103 W. Emma Ave.
Springdale, AR 72764

Phone: (501) 751-4838

Target Audience: Students 9-12 who have chosen to participate

NEEDS

Springdale's School-Within-A-School Program fulfills the need for:

- Teaching students that subjects are all interrelated.
- Limiting the student-to-teacher ratio, which helps encourage participation.
- Emphasizes the student as a "worker" and teacher as a "coach."
- Promotes cooperation among students as well as independence.

DESCRIPTION

Most of Springdale's students are from nearby rural areas. The school has a total enrollment of 1,632 with 52 participating in the school within the school. The program is funded partially by the Rockefeller Foundation in Little Rock and partially by the school district.

Students involved in the program meet in smaller classes taught by participating teachers. Subjects taught are: science, history, philosophy and English. Math is no longer included, because of the different levels of proficiency among the mixed grade levels within the program. Students must take one of the regular school math courses.

Every year, the program focuses on a particular topic, such as food, and each class is related to a certain aspect of the topic. For example, science would cover nutrition, while history may cover the economics of the food industry in our culture. Students can easily transfer their knowledge from one subject to the next, and learn how the courses interrelate.

Students work on assignments in groups, or "villages." One student acts as leader or "mayor;" another is in charge of discipline; and another acts as the village's "reporter." Roles switch periodically and different groups may assemble. The purpose of the villages is to encourage group cooperation, whereas the roles promote responsibility and independence.

To emphasize the student-as-a-worker, teacher-as-a-coach aspect, students are encouraged to ask questions on class procedure as well as topics and assignments. With this privilege, students are meant to feel more like active participants instead of solitary learners.

Teachers have flexibility to set up their own schedules which can change according to lesson plans. For example, English may not meet one day so that all the students can assemble for a two-hour history class. Furthermore, classes that meet at the beginning of the day one week may meet in the afternoons another week. This not only grants teachers more freedom to fit schedules to their needs, but it also breaks up monotony for students.

Teachers are given one extra planning period on top of their regular free period. Program teachers are also required to teach one class outside the program.

IMPLEMENTATION

The School-Within-A-School began in 1985 by a former principal who, after hearing Dr. Sizer speak, persuaded the superintendent to allow him to research the idea and begin such a program at Springdale.

Once the idea was approved, it was decided to select students at random for the program. Every tenth student on a computer list was invited to join. The administration proposed the program to the students by asking: "If you don't like school the way it is, this could be for you." After all the selected students responded, the program was then opened to anyone else interested in applying.

Specific traits were looked for in teachers applying for the program. They had to be willing to work hard, work with other teachers, be innovative and, if possible, have more than one certification.

No special materials are needed for the program. However, there is added cost of salaries and classroom fees because of the low number of students to each teacher.

Students in the program dropped from 80 in the 87-88 school year to 52 in 88-89. Most of the students who dropped were seniors who wished to take advantage of the senior privilege at Springdale that allows them to leave school one hour early. This would be impossible for seniors in the School-Within-A-School program because of the varied schedul ing.

ASSESSMENT

Springdale is currently in the process of evaluating the benefits of this program. Because this program is still young, Springdale has not yet been able to fully assess the benefits through testing, or compile statistics on former students.

The school has sent questionnaires to the participating students asking how the program has changed them and their opinion of school. Questionnaires were also sent to parents and teachers. All responses were very positive.

Students have said they find the courses in the program to be tougher because there is more work for the students instead of the teachers. They have also said they enjoy the program and like their increased independence, the openness of the classroom and the closer relations with teachers. Teachers are also enthusiastic.

The current principal, has noticed that students in the program seem to enjoy school more and have better attendance. He feels the program is especially good for high risk students who were dissatisfied with regular high school.

Students have expressed dislike at being set apart from the rest of the school. For the future, Wilson would like to make it a part of the school rather than separate. Instead of a small cross-grade group divided from the rest of the school, teams may be created within each grade.

SQUIGGLES

Squiggles is an art and writing activity in which students create pictures from abstract "squiggles" and then write about the subject of their artwork. The writing portion of the activity covers several genres, and the procedure includes peer editing, computer use, and compilation of an anthology.

Contact: Barbara Woodward, Teacher

Site: John Baker Elementary

Address: 12015 Tivoli NE
Albuquerque, NM 87401

Phone: (505) 298-7486

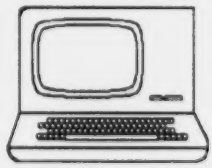
Target Audience: Students in grades 2-3, heterogeneous or homogeneous groupings.

NEEDS

The Squiggles program fulfills the need for:

- Encouragement of creativity in the visual and language arts.
- An activity which uses the process writing method.
- A project which addresses a variety of learning styles.

DESCRIPTION



Approximately 200 second and third grade students use Squiggles at John Baker Elementary. Teachers at this school have been using Squiggles for about ten years. Classes do Squiggles projects from once a week to once every few weeks, depending on the teacher's preference and schedule.

The teacher distributes to each student a piece of paper with a shape or abstract form drawn on it. The students then use crayons or markers to turn this "squiggle" into a figure. Common figures created by students are monsters, animals, mechanical inventions, and fantasy creatures.

Students then are asked to produce a piece of creative writing about their figure. In their creative writing, students tell where their figure came from, what its name is, what it does, if it has a family, etc. The writing may take the form of a story, poem, report, riddle or rebus, depending on what is being studied in Language Arts class. The teacher sets out criteria for each assignment.

When students have completed preliminary drafts of their written pieces, they move to small groups for peer editing. Group members read each others' work and give their reactions and suggestions for improvement. Each student then revises his own work and proofreads for any errors in mechanics.

Squiggles artwork is displayed and the written pieces are read aloud to the class. For the anthology, students type their stories, poems, etc. on Apple computers or print them neatly by hand. The pages are laminated and bound along with the artwork into a book. Each students gets a book to take home, and the anthologies are shared with other classes; sometimes the student authors visit lower classes to present a storytime of their works.

IMPLEMENTATION

Training - There is no formal training for this program. Teachers can develop Squiggles to meet their own curriculum needs.

Materials - Art supplies and laminating and binding equipment are needed. Computers or typewriters are helpful for publication of the anthology.

Setup - The teacher at John Baker Elementary estimates that it would take about a week for a teacher to plan a Squiggles program for a class.

ASSESSMENT

There has been no objective assessment of the Squiggles program. However, the John Baker Elementary teacher has noticed increased creativity in her students' writing, as well as increased enthusiasm for writing activities. She also notes that the process writing method used in this activity has made students comfortable with the different steps involved in writing.

STEP UP TO SUCCESS

Step Up to Success is a series of one or two-day business leadership forums for minority high school students in selected cities throughout Texas. The forums are planned by local businesses who volunteer their time, efforts and resources. Step Up to Success is funded by the Minority Business Development Agency (MBDA) and sponsored by the Texas Association of Mexican-American Chambers of Commerce (TAMACC).

Contact: Gloria Garza, Project Planner

Address: Texas Association of Mexican-American
Chambers of Commerce
2211 S. IH 35, Suite 103
Austin, TX 78741

Phone: (512) 447-9821

Target Audience: High risk minority students grades 9-12

NEEDS

Step Up To Success fulfills the need for:

- Developing students' awareness about entrepreneurship and business career opportunities.
- Exposing students to successful business role models.
- Advising students on communication techniques and employer expectations.
- Disseminating information on minority scholarships, programs and organizations open to students.

DESCRIPTION

The Step Up to Success began in 1986 as a way to combat the almost 50 percent drop-out rate among minority students. The TAMACC helps communities with high minority populations organize an annual weekend workshop for high school students to make them more aware of business opportunities.

Although the program is designed for low-achieving minority students, any student is welcome to attend. The programs differ depending on how they are planned for and by each individual community.

At the workshop, interested students arrive, register and assemble for the welcome remarks and keynote speaker. The speaker is an individual who has an established business career and who will address such topics as the importance of obtaining an education, planning for a career, and information about his or her own personal background and accomplishments.

After the keynote speech, students divide into groups and attend 35-minute seminars that cover entrepreneurship, scholarships and financial aid, motivational self-help, career options and communication techniques. Students may also participate in an open question-and-answer forum.

After the seminars, students may or may not be served a free lunch.

IMPLEMENTATION

The Step Up to Success workshops are implemented by the TAMACC who works through its chamber network. Each year, the project planner selects cities with a TAMACC chamber and asks chamber members if they would be interested in organizing a workshop. A proposal of the project is then presented to members during a monthly chamber meeting and a vote is taken.

If the chamber decides to plan such a project, committees made up of community leaders, local organizations and school district personnel are formed to plan the different aspects of the workshop, such as a finance committee and a publicity committee. Facilities are arranged, speakers selected, seminars planned and a workshop schedule is agreed upon.

TAMACC representatives serve as advisers only, and are not part of the decision making. The association also provides registration forms and promotional brochures, prints programs, and covers mailing expenses.

TAMACC works with its affiliated chambers in planning the workshops for the first year only, but asks the community to continue their involvement in the years to follow.

ASSESSMENT

TAMACC is currently surveying students who previously attended Step Up to Success Workshops to see how many finished high school, how many entered college, and what their majors are in college.

Every year, the association receives several letters from student participants thanking them for their help and explaining how they benefitted from the workshops.

One of the main benefits is introducing students to exemplary role models in business whom students can contact. During the workshop, speakers hand out business cards and tell students they will be accessible to them and their questions.

Out of over a dozen sites where the workshop has been implemented, only two or three cities have been unable to continue the program annually.

Project volunteers are often so enthusiastic after one successful workshop that TAMACC d

rects their efforts to other community programs, such as Adopt-a-School or Junior Achievement, to assist them during the interim period between workshops.

Because there is a lack of self-help educational programs outside heavily populated areas, rural communities where Step Up to Success has been implemented have been extremely receptive.

In the future, TAMACC hopes to organize workshops for elementary school-age students with trained speakers and specialized seminars.

STUDENT PUBLISHING PROGRAM

The student publishing program gives children an active role in learning and applying writing and computer skills through a combination of classroom and lab activities, such as creating anthologies and publishing a newspaper. Ganado Elementary was recognized in *Up From Excellence*, published by Phi Delta Kappa.

Contact: Sigmund Boloz, Principal

Site: Ganado Primary School

Address: Ganado Unified School District #20
Ganado, AZ 86505

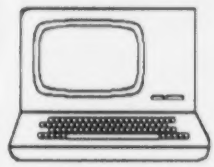
Phone: (602) 755-3436

Target Audience: Students K - 2; all reading levels; students with limited English proficiency.

NEEDS

The student publishing program fulfills the need for:

- Active student involvement in all phases of the writing process.
- Student-directed, meaning-based learning of language arts and computer skills.
- A strategy to help students increase language and writing fluency through frequent exposure and practice.



DESCRIPTION

The program supplements a curriculum which is based on teaching practical skills through a meaning-based approach. The program's goal is active, student-directed learning through participation in writing and publishing projects which produce tangible results.

Teachers serve as model writers and are encouraged to share their own writing with students. Students gain fluency by writing daily on subjects of their own choosing. Peer editing exercises help stu-

dents to master the mechanics of writing. A trip to the publishing laboratory is seen as a reward for completing a piece of writing.

Each classroom is equipped with a computer and printer for students to gain basic typing and computer skills. The publishing laboratory is a workshop where students bring their finished written work to type and format it in a computer and then "publish" it by means of lamination, photocopying, and a variety of binding methods.

Products created in the publishing program take many forms:

- *Individual compositions* - narratives, fiction and poetry.
- *Collaborative works* - stories written with input from all members of a class.
- *Anthologies* - collections of work by one class, published for distribution throughout the school.
- *Student Newspaper* - a periodical designed, laid out and published four to six times a year by the advanced writing class. The paper includes a literary supplement with fiction, jokes and poetry.

Approximately 400 students in K - 2 grades are currently served by the program, which has been in place since 1985. Ganado Primary School is located on a Navajo reservation, and over 70 percent of the school's incoming pupils have limited English proficiency.

IMPLEMENTATION

The student publishing program requires a bank of equipment including computers, software, a photocopier, a laminating machine, and machines for sewn or plastic-comb binding. This equipment is placed in one room set aside as the publishing lab.

The original site uses Apple IIe computers with software such as Typing Tutor, Magic Slate, Muppet Slate, and desktop publishing programs.

A full-time teaching assistant is hired to operate the publishing lab. This assistant instructs students in the use of computers, software and publishing techniques.

The original site's publishing program was funded through Chapter 1 and school district allocations. Using their existing budget, the school concentrated funds in the priority areas established by the curriculum: writing and computers. Some of the equipment was simply moved from other areas in the school or the district; other equipment was purchased.

ASSESSMENT

Methods used for assessing publication lab's effectiveness are:

- Writing samples taken at the beginning and end of each year.
- Standardized tests in writing mechanics.
- Teacher perception of increased student enthusiasm for writing.

STUDENT TELEVISION STATION

North Calloway Elementary School's student T.V. station is a 10 week project in which students, with the assistance of a professional from a local television station, create a 30 minute videotaped news show. Students participate in all steps of the show's development: writing, directing, performing and filming.

Contact: Illa Brown, Beverly Galloway

Site: North Calloway Elementary School

Address: Route 2
Murray, KY 42071

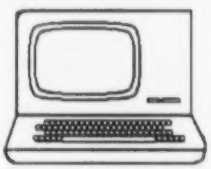
Phone: (502) 753-9776

Target Audience: All students in grade 5, including special education and gifted.

NEEDS

The T.V. station project fulfills the need for:

- A hands-on workshop for teaching communication skills.
- A language arts project which is appropriate for a media-oriented curriculum.
- Participation by all class members in a project from start to finish.



DESCRIPTION

The project's main goal is to develop students' skill in communicating with clarity. As students go through the steps toward creating a newscast, they practice writing and performance skills and learn about the technology involved in making an effective audio-visual message.

The program has been in place since 1984. At the North Calloway Elementary site three 5th grade classes are served, with a total of about 75 students. Two other sites in Calloway County are served,

with approximately 50 to 75 students involved at each.

Students attend a one and one-half hour workshop class each week devoted to the T.V. station project. This workshop class is held during the regular Language Arts period, and is led by the television professional. During the course of the project students examine the elements of television news programs and learn about each step in the process of creating a newscast. News writing, already taught in the curriculum, is emphasized, and students gain hands-on experience with video recording equipment. Positions filled by students include:

- Writer
- Production Manager
- Station Director
- News Director
- Program Director
- Newscaster
- Sportscaster
- Commercial Writer
- Commercial Actor
- Camera Operator

The news professional acts chiefly as an instructor and guide; the students themselves perform all the tasks involved in bringing the news from source to audience.

IMPLEMENTATION

Partnership - The services of a television news expert are essential to this project. A professional from the local television station is on contract to the Calloway County school district. In the 1987-88 school year he visited each of the three participating schools for a 10 week period.

Equipment - The student T.V. station requires a video camera/recorder, videotape player and videotape. It is helpful if the classroom teacher knows how to operate this equipment, but the television professional actually teaches these skills to the students.

Setup - In the North Calloway Elementary program, it took about three weeks to plan and develop the program. No formal staff development took place, although Language Arts teachers concentrated on news writing in class to prepare students for the upcoming project.

Funding - Funds for the program came from a state Department of Education grant which was matched by money from the school district.

ASSESSMENT

When the newscast is completed, students view the final product and critique themselves and each other on their work. Students are not graded on their work in the T.V. station project.

Although there is no formal assessment, teachers have observed that students write more clearly as a result of their involvement in the project. It has also been noted that the writing, performing and audiovisual technology skills learned in the project carry over to aid achievement in areas other than Language Arts. One teacher also stressed that students gain a sense of accomplishment and a good self-image from seeing the group project through to completion.

SUMMER READING POWER CAMP

The Southern Coalition for Educational Equity, an advocacy group in Jackson, Mississippi, created the Summer Reading Power Camp in the New Orleans public schools. The camp is designed to increase students' reading comprehension by emphasizing effective instruction, student participation and teacher collegiality. The program is offered free to students.

Contact: Barbara MacPhee

Address: New Orleans Public Schools
4100 Touro St.
New Orleans, LA 70122

Phone: (504) 286-2832

Target Audience: Low-achieving students in grades 4-7

NEEDS

The Summer Reading Power Camp fulfills the need for:

- Improving students' reading proficiency.
- Preventing the regression of skills acquired during the school year.
- Promoting reading enjoyment.
- Giving teachers time to improve teaching skills by observing and consulting one another.

DESCRIPTION

The Summer Reading Power Camp began in 1983 with six teachers, 120 students and had one middle school participating. By the summer of 1987, the program had grown to almost 500 students, over 15 teachers and had seven schools participating.

Students participating in the program are all from low economic backgrounds. Ninety-nine percent of the students are Black, and there is also a low percentage of special education and physical

handicapped students. Reading abilities range from students who are still decoding to students with strong comprehension.

The summer program begins with a week-long training for teachers. Teachers plan for the following weeks, organize classes and learn different teaching strategies used in the camp, such as Reciprocal Teaching and the Junior Great Books Program. These strategies require student participation and emphasize thinking instead of recall.

The training week is followed by five weeks of classes. Each week day students and staff meet for breakfast and a time is set aside for students to present book reports in the form of commercials, read their own compositions or listen to a guest speaker from the community lecture on the importance of reading.

After breakfast, students go to their three-hour reading classes. Teachers divide up the time by focusing on five different areas each day: listening, writing, vocabulary development, reading extended text and speaking. Instructional approaches are also varied to break monotony and give teachers a chance to try new strategies.

No basal textbooks are used. All reading materials are actual published books and short stories selected by the Junior Great Books Program.

Every week teachers hold book conferences to assess each student's improvement, and discuss books read by the student in order to emphasize reading for pleasure. Every day teachers read aloud to students and students read to themselves or a reading buddy.

After lunch, students attend elective classes taught by high school and college students from the New Orleans Center for the Creative Arts.

IMPLEMENTATION

In the program's first four years, all funding was raised from local foundations, businesses and private individuals. Program expenses for 1989 will be covered by the Louisiana Department of Education.

Each year, potential teachers are interviewed and observed. Both highly skilled veteran teachers, as well as teachers new to the profession, are hired in order to promote the exchanging of teaching approaches, and allow novice teachers a chance to observe others.

The average cost of the program is approximately $400 per student. In-service work must be planned far in advance, preferably several months before the summer.

ASSESSMENT

At the beginning and end of the five-week camp, students are tested with the College Board's Degrees of Reading Power (DRP) which measures reading comprehension. Students each year have made an average point gain greater than the three point expected gain for an entire school year.

The results of the four Summer Reading Power Camps' point gains have been seven, four, five, and four points respectively.

According to program teachers, students also consistently make significant progress in reading aloud and in oral and written expression. Moreover, almost two-thirds of the students had perfect or near-perfect attendance.

Very few behavior problems have been reported in the camps, even from students known to be discipline problems during the school year. Students also gain self-confidence as a result of the class discussions and oral reading.

Teachers participating in the camp have also improved their classroom strategies and benefitted from the weekly staff meetings spent exclusively on instructional issues.

Students are also exposed to good role models in their elective classes taught by carefully selected N.O.P.S. high school students. One unexpected benefit of the program has been that the number of students interested in attending the special art-oriented high schools in the area has increased.

TEST STRATEGIES WORKSHOPS FOR PARENTS AND TEACHERS

Booker T. Washington Elementary has developed workshop programs for parents and teachers. The parent workshops familiarize parents with the school's curriculum, explain strategies for standardized tests, and provide a head start on student science projects. The teacher workshops focus on subjects such as improving test scores, managing stress, and conducting parent conferences. Washington Elementary was recognized by the Elementary School Recognition Program of the U.S. Department of Education.

Contact: Dr. Norman Traylor, Principal

Site: Booker T. Washington Elementary

Address: 401 West 12th Street
Port Arthur, TX 77640

Phone: (409) 983-2095

Target Audience: Parents and teachers of students in grades pre-K through 5.

NEEDS

Washington Elementary's workshop programs fulfill the need for:

- Links between students, parents and the school.
- Familiarizing parents with the school's curriculum.
- Emphasis and extra work by parents and teachers on improving standardized test scores.
- Support and enrichment programs for teachers.

DESCRIPTION

Washington Elementary has a total enrollment of 780 students, pre-kindergarten through 5th grade; the student population is 88 percent minority. Sixty percent of the students are on the free lunch plan.

Parent Workshops:

Curriculum introduction - At the school's Open House held the second week of classes, parents are divided into groups corresponding to their student's grade level. In the groups, a teacher presents an overview of the year's curriculum and lets parents know what to expect from their children during the year, both academically and developmentally.

Chapter 1 - A series of four workshops is held for parents of Chapter 1 students. These focus on parenting skills, services available to parents, test-taking, and summer programs.

Test Score Analysis - Teachers show parents how to interpret their child's standardized test scores, and make them aware of strategies for improving weak areas.

Writing to Read - Parents are invited monthly to observe and participate in the Writing to Read computer program the students use.

Make and Take - Parents make games for their children which exercise skills in reading, writing and test-taking. All materials and instructions are provided in this hands-on workshop.

Prescriptive Test Score Improvement - Parents of students who have weak scores in areas of the TEAMS test are invited for special workshops. The students visit the Prescription Learning Lab regularly to take sample computerized tests and practice on problem areas as prescribed by the lab teacher. In the parent workshop, the lab teacher explains the upcoming test to parents, and shows them how to help their child prepare. Parents are provided with the child's prescription and a booklet of sample questions.

Human Development Preview - Faculty members provide an overview of the Human Development (sex education) unit to parents of upper-grade students. Parents are given a copy of the curriculum, and encouraged to ask any questions. At the end of this meeting, parents may request that their child take the Heredity unit as a substitute for Human Development.

Science Fair Preparation - A workshop is held in January in preparation for the annual science fair in April. Parents and students are invited to learn about the science fair, the projects involved, and what is expected of students. A display of past projects and trophies is on view, and free starter materials are provided by Chevron.

Teacher Workshops:

New Teacher Workshop - New teachers report for the fall semester two days earlier than returning teachers. At this time they are given instruction on lesson plans, scheduling, parent conferences, discipline, etc.

Stress Management - A professional stress management counselor leads a seminar on job-related stress and ways to alleviate it.

TEAMS Writing Skills - Teachers learn how to concentrate their teaching efforts to improve student TEAMS scores.

Test Preparation - Teachers are instructed in methods to prepare their students academically, emotionally and functionally for test-taking.

Literary Studies - Teachers who wish to incorporate literary studies into their language arts classes are given instruction and suggestions.

IMPLEMENTATION

The school's principal is the coordinator for the workshop program. He is assisted by a faculty advisory committee who suggest possible workshops and methods for implementing them. The teachers often suggest speakers and arrange the workshops. Workshop leaders and speakers are enlisted from the education and business communities, and from social service organizations. These people are often available at no cost to the school.

Teachers are released early from classes on Wednesdays; most workshops are held during this time or on weekends. Parent workshops are generally held at the school in the evenings.

The materials for the workshops are usually already in place at the school. Teacher-developed booklets are used in the parent workshops. Chevron has donated science project materials and large amounts of paper to Washington Elementary.

ASSESSMENT

The TEAMS test scores of Washington Elementary students were in the lowest quartile four years ago; now they are in the top quartile. The principal and teachers attribute this increase in part to the emphasis placed on test strategies in the parent and teacher workshops.

The workshop on student science projects has paid off: in 1987-88, half the winners at a district competition were from Washington Elementary (there are ten schools in their district).

Because there is continual communication between parents and teachers through the workshops, there are now fewer parent-teacher misunderstandings.

TEXAS FUTURE PROBLEM-SOLVING PROGRAM

Texas Future Problem Solving is a supplementary program in problem solving, creative thinking, and writing. There are three components: Future Problem Solving — teams of students develop solutions to provided scenarios; Scenario Writing — individual students write creative pieces relating to a Future Problem Solving topic; Community Problem Solving — students identify a problem in their community, then develop and implement a solution. This program is sponsored by the Texas Education Agency and conducted by the Austin Independent School District.

Contact: Tom Priem, Ethel Forté and
Chris Funderburgh, State Directors

Address: Pleasant Hill Annex
305 North Bluff Drive
Austin, TX 78745

Phone: (512) 447-0529

Target Audience: Students K-12, primarily gifted/talented but also used by mainstream students.

NEEDS

The Texas Future Problem Solving Program (FPSP) fulfills the need for:

- Problem-solving activities which focus on real-life situations and their social, political, economical, and ecological aspects.
- Opportunities for improving teamwork and interpersonal skills.
- Enhancing student awareness of current events and issues, preparing students for an active role in molding the future.
- Writing activities which stress clarity, organization and persuasion.

DESCRIPTION

Texas Future Problem Solving is affiliated with the national Future Problem Solving Program, which currently serves forty states and several foreign countries. The Texas FPSP has been in place for nine years. The nationwide program was developed by Paul Torrance, who is recognized internationally for his work in creativity and gifted education. Currently there are FPSP teams in 140 Texas school districts, and approximately twenty-two students in the state are served.

The program can be used as part of the school curriculum, or can take place as an extracurricular activity. Teachers act as coaches to the student participants; materials and evaluation are provided by FPSP.

Future Problem Solving

Teams of four students are given a scenario which involves a "fuzzy situation" in the future, such as endangered species or terrorism. Each team identifies an underlying problem, develops solutions, and presents the best solution. Teams go through the following steps:

- *Research* - Students research the topic, starting with sources listed in the bibliography for the scenario. Periodicals are most frequently used.
- *Brainstorming* - Students think of many possible problems related to the given scenario.
- *Identifying Underlying Problem* - Students choose one problem for which they will develop solutions. The problem must have a narrow enough scope to be effectively solved, and must have a strong relationship to the original scenario.
- *Brainstorming Alternative Solutions* - Students explore possible solutions to the problem they have posed, using their research and projecting possible consequences of each solution. Here, different aspects of the problem are examined: social, political, economic, ecological, etc.
- *Choosing Criteria for Alternative Solutions* - Students establish standards for comparing and evaluating solutions.
- *Evaluating Alternative Solutions* - Using the criteria they have established, students rank solutions and choose the best one.
- *Describing Best Solution* - Students present their best solution in written form. In a booklet which is later graded, the team succinctly describes the problem they have identified, the solution, and a plan for implementation. Organization, creativity, and support of statements weigh heavily in this exercise.

Each year three scenarios are provided to FPSP teams by the state office. The first two scenarios are used as practice problems, and the booklets from the third are sent to the state office for evaluation and possible qualification for the state competition. Winners at the state level advance to an international competition.

Scenario Writing

An individual writing competition. A student takes the topic which has been studied in teams, and writes a creative story based on a solution that was developed. The student examines what consequences the proposed solution would have in 20 years if it were implemented. Then Scenario Writing is evaluated for style, creativity, and character development as well as problem-solving content.

Community Problem Solving

A team of students (no limit on team size) focuses on a real-life "fuzzy situation" in their school, the community, the state or the world. They then use many of the same steps as the Future Problem Solving to identify a problem, and develop a solution. The solution is then implemented by the students. Past community problem-solving projects have focused on teen alcohol abuse, the restoration of an historical battleship, and the improvement of a school's image after bad publicity.

Community Problem Solving projects are more varied than the Future Problem Solving projects because teams can select the issues to address in their projects, and the evaluation criteria are less rigid. The teams' written reports are sent to the state FPSP office, sometimes accompanied by supplementary videotapes, slides, audiotapes, and visual presentations prepared by the students.

Primary Division - Students in grades K-3 participate in a non-competitive form of the program. The steps for the Primary division projects are similar to those for the older divisions; however, the topics are not futuristic in nature. Booklets are sent to the state office for evaluation and comments.

IMPLEMENTATION

Materials are provided by FPSP for all three components of the program. In Future Problem Solving, materials and participation for each team costs $35. Scenario writing is $15 for one scenario and $10 for each additional scenario. Community Problem Solving projects cost $15 for one and $10 for each additional project. If participants do not wish to compete, FPS materials and a newsletter are available for $15. Primary division participation is $30 if feedback is requested, $15 for materials and newsletter only.

Also, summaries of resource material on the scenario topics are available for teams in rural areas or those who do not have access to sufficient resources.

Training is provided by FPSP at a yearly three-day conference which costs $45 for each teacher attending. The conference includes training for new coaches and follow-up for returning coaches. On-site training is also available by request.

Scoring is done through the FPSP office. FPS, CPS, and Scenario Writing projects are evaluated using detailed score sheets. Scoring criteria include fluency, flexibility, originality, elaboration, clarity, completeness, and relevance.

ASSESSMENT

Teachers note that students apply the FPSP problem-solving method to all subjects, and that their writing is clearer, more organized, and more convincing. FPSP Coaches have observed that students improve their interpersonal skills through the teamwork involved in the projects.

Texas FPSP high school teams won first prize and fourth prize in the 1987 international competition and the middle school team placed third.

THE PROFILE APPROACH TO WRITING

The program, a member of the National Diffusion Network, is a reliable system for accurate assessment of writing and meaningful feedback to students about their writing. The program can be used to teach the writing process, or simply as a standard to grade in English, Language Arts and in other subjects. It has also been used successfully with students in freshman level college courses and in Adult Basic Education and ESL.

Contact: Faye Hartfiel

Address: Profile Writing Program, Inc.
1701 Southwest Parkway, Suite 208
College Station, TX 77840

Phone: (409) 764-9765

Target Audience: teachers of students grades 3-12

NEEDS

The Profile Approach to Writing fulfills the need for:

- Increasing objectivity and reliability of readers.
- Standardizing writing evaluation.
- Reducing teacher grading time.
- Measuring writing progress.

DESCRIPTION

The program was developed 12 years ago and is currently being used at 200 Texas schools as well as a few sites in Oklahoma, Alaska, California, Wisconsin (state wide in Wisc.) and Louisiana.

The program provides teachers with an alternative to the standard editing of students' written work. Teachers evaluate writing by the criteria set by the program. Importance is placed on making sure that students fully understand the criteria themselves.

The criteria is divided into five sections: content, organization, vocabulary, language use and mechanics. Emphasis is placed more on on Communication, developing content, organization, and vocabulary which comprises 70 percent of the set standard, while mechanics is worth only 5 points and Language use 25 points.

No marks are put on the student's paper. Instead, a "profile" sheet is filled out indicating the strengths and weaknesses of the student's writing, and is attached to the returned paper. The profile may be used without numbers during the writing process, or the 100-point numbers scale may be used when a grade is required.

In evaluating writing, four levels are set by the program. The criteria set by the program is at the "excellent to very good" level. The other three levels are "good to average," "fair to poor" and "very poor."

Use of the Profile is flexible. Teachers may focus on only one of the five areas, let students use the profile in peer editing, or the criteria can be adjusted to a particular lesson standard.

IMPLEMENTATION

Workshops of from six to thirty hours are provided for teachers, school districts or regional service units at the adopter's site or at the program's home sites. Training requirements vary according to the needs of participants and their purposes for writing assessment.

Teachers train in holistic/analytic evaluation and its applications such as: setting writing standards for uniform grading within and across grade levels; identifying and responding to specific strengths and weaknesses in writing; using effective classroom dynamics; and designing writing topics to elicit desired results for a variety of writing purposes.

Workshop sessions are limited to a maximum of 20 participants and are divided into distinct grade levels: elementary, middle school/junior high, and high school.

Training for a group of up to 20 teachers/administrators is $250 a day, plus travel and per diem for trainers. A package of classroom materials and instructors manual is $25 per participant. All fees are subject to negotiation on a needs basis.

ASSESSMENT

Teachers are able also to give increased feedback to the students by using the Profile to describe the paper, and using their time on comment(s) that give students directions for improved writing.

Teachers who have correctly implemented the program have cut their grading time by 50 percent. However, if the program is not followed correctly, grading time can increase.

At the elementary school level, teachers who use the program have increased Texas Educational Assessment of Minimum Skills scores by 30 to 40 percent and scores have increased 20 percent at the middle school/junior high level.

One problem has been training secondary school teachers to break the paper editing habit. The program is most easily implemented at the elementary school level.

THINKING AND WRITING
A FOUNDATION FOR EXPOSITORY WRITING

McKinley Elementary has implemented the Mary Mason Thinking and Writing Program designed to teach 2nd, 3rd and 4th graders writing and higher order thinking skills.

Contact: David Goin

Address: McKinley Elementary
728 South Flood Street
Norman, OK 73069

Phone: (405) 321-2373

Target Audience: Grades 2-4

NEEDS

McKinley's Thinking and Writing Program fulfills the need for:

- Introducing students to orderly writing.
- Teaching students cause and effect relationships.
- Promoting self-editing and self-correcting in students.
- Allowing for creativity in teaching.

DESCRIPTION

Norman Elementary has a total of 300 students with a minority of students from many ethnic backgrounds due to the university community. The Thinking and Writing program has been in effect since 1982-83 for grades 2-4.

In second grade, students are introduced to an imaginary chalk-drawn character named Mr. Magargle. Mr. Magargle "tells" the class about a problem he has, such as not knowing how to brush his teeth. Students then help solve Mr. Magargle's problem in a lesson divided into two half-hour periods usually on successive days.

In the first half-hour, students hear the problem and discuss possible answers, acting out the steps involved. Afterwards, in the second part of the lesson, students write about what was discussed on a worksheet or compose a summary sentence.

Throughout the year there is constant review of different principles of writing and thinking that overlap. Students study the classification of objects, fact vs. opinion, fact vs. make-believe, categorization and sequential order. As the students enter third and fourth grade, they are introduced to more realistic characters in more complex situations, and writing skills become more developed.

One of the main facets of the program emphasized by the school is the importance of self-editing. Teachers do not correct papers written for the project's lessons. Instead, worksheets from the project's workbook have visual clues for students to check for correct sequence, sticking to the point, and complete sentences.

IMPLEMENTATION

The eleven elementary schools then in the Norman School District in 1982-83 implemented the Mary Mason Thinking and Writing Program. One of these schools served as the pilot program. The Mason Foundation helped the schools implement the program, after the district decided to include it in the curriculum.

The only special materials needed for the project are a detailed teacher's manual, which includes instruction on how to draw the characters, student worksheets, and lesson plans and objectives. Cost of the manuals is covered by the district.

According to the school's principal, teachers have to be somewhat creative and enjoy the program in order for it to be effective. Very little extra planning time is required.

ASSESSMENT

Because the Norman School District has consistently had high standardized test scores, it is difficult to note any improvement resulting from the program.

Students who began second grade when the program was first implemented are now in the eighth grade. Eighth grade teachers have all remarked that the new classes are much more skilled than previously. The district's language arts advisory council have made a recommendation to commend the elementary teachers because students have retained their skills extremely well into secondary school.

Elementary teachers have noticed students carrying over the knowledge gained through the program into other subjects, especially self-correction. Students are now better at checking their work before handing it in, and pay greater attention to detail.

Teachers have also said they enjoy being able to use their imagination more during project lessons.

According to the principal, the school is currently re-assessing using the program at the fourth grade level, and whether or not students mainly benefit in the second and third grades.

WHITTIER ELEMENTARY SCHOOL

The main objective of the school is to create a love of reading. The school has also implemented an artists-in-residence program and participates in the Oklahoma Writer's Project. A partnership has also been established with a local furniture store. Whittier was recognized by the 1987-88 Elementary School Recognition Program by the U.S. Department of Education.

Contact: Marlene Jones

Address: 1115 Laird
Lawton, OK 73507

Phone: (405) 355-5238

Target Audience: Grades K-6

NEEDS

Whittier Elementary fulfills the need for:

- A strong emphasis on reading and writing.
- Injecting the arts into classroom curriculum.
- Involving the community in the educational process.

DESCRIPTION

Lawton, Oklahoma is located midway between Oklahoma City and Dallas, Texas and has a population of 100,000. There are 18,000 students in the Lawton Independent School District. Whittier Elementary serves 300 students, grades K-6. Approximately 80 percent of Whittier's student population is white and 34 percent are economically disadvantaged.

One half of the school day is devoted to language arts. Teachers are given the freedom to follow their own individual teaching styles as long as they follow the school's student learning objectives. These objectives include: the use of literature-based reading, including the writing process in lessons, and teaching comprehension and the adequate number of decoding skills.

The Oklahoma Writer's Project was developed by Oklahoma University and consists of detailed lesson plans designed to motivate students to write and help them learn to organize their writing. The use of grids and clustering techniques in learning organized writing is emphasized. All grade levels participate in the project.

Whittier has also had a partnership with a Lawton furniture store for five years. The store provides the school with funding when needed, presents an award to the top female and male graduating sixth graders each year, and helps raise receipts for the school's cash register receipt drive.

The store has provided more moral support rather than funding; store employees attend school functions, provide luncheons for the school staff, and organize student tours of the store building. In return, the school sends the store its weekly newsletter.

Whittier Elementary is also known as an arts and education school because of its combining art with school curriculum. Teachers try to inject artistic mediums such as poetry or music into regular lessons.

Furthermore, for four weeks each semester, professional artists are chosen by Whittier through the district's artist-in residence program to teach their form of art on the campus for four weeks. Some artists that have been included are a mime and a potter.

IMPLEMENTATION

Eight years ago, teachers at Whittier reviewed the language arts basal reader and developed a list of student learning objectives that would apply to all students in each grade.

One teacher attended a workshop at Oklahoma University three years ago and was trained for the Oklahoma Writer's Project. She then trained the other teachers at Whittier and the program was made an integral part of the school's curriculum.

The school district, mainly through its public relations office, helped organize the artist-in-residence program and Whittier's partnership.

The school has an extensive staff development program which includes workshops and several guest speakers. Teachers are required to accumulate 15 staff development points each year.

ASSESSMENT

Since Whittier raised its curriculum standards, standardized test scores have increased. In the 1986-87 school year, Whittier students scored an average of 82 percent overall in reading and 80 percent overall in math, not excluding learning disabled.

Whittier has not yet assessed any long-term results of the school.

The philosophy at Whittier is "to teach children instead of students." Teachers are extremely hesitant to give any grade below a "C." Elementary students, they feel, need to believe they can succeed and failing grades only discourage them.

WHOLE LANGUAGE

This program provides writing and reading instruction through the use of library and trade books rather than a basal reading series.

Contact: Jenny Reno, Principal

Address: Western Hills Elementary School
5402 Northwest Kinyon
Lawton, OK 73505

Phone: (405) 353-4166

Target Audience: Students K-6.

NEEDS

This program fulfills the need to encourage and expand children's language, thus giving them ways to communicate ideas effectively in their writing.

DESCRIPTION

Whole Language is a philosophy of teaching based on how an individual learns. Its basis is research that has supported the idea that individuals learn best whole to part, familiar to unfamiliar, and general to specific. Whole Language is an effort to make reading and writing a purposeful event by presenting it as a process through contemporary literature. For example, writing is considered a process and is not product-oriented. It is presented in five stages: prewriting, rough draft, revision, editing, and publishing. If students are assigned to write about tall tales, they first spend a couple of weeks reading books on tall tales, then may generate a list of characteristics of tall tales. Children receive a better understanding before writing by actually experiencing examples of tall tales and then by creating their own. In the rough draft process, the children are encouraged to write freely, getting all their creative ideas down on paper and not worrying about grammatical errors like punctuation and spelling. In the revision process, students write for clarity and correct any grammatical errors they may have. Then the students peer edit in small groups, rewrite, and publish in class. Through this process, students are taught that writing consists of a series of steps and is a cooperative, social event in which each

learns from the other. In a traditional classroom, the students sit in rows of desks; they cannot share ideas, but are supposed to work independently. To provide contextual learning in this Whole Language program, teachers use books like library books, trade books, magazines, newspapers and TV guides instead of the basal readers which focus on isolated skills.

IMPLEMENTATION

The concept of Whole Language was introduced to Western Hills by a University of Oklahoma faculty member who provided inservice training. During these inservice days, teachers were taught the strategies behind Whole Language. Teachers then began to build a curriculum based on Whole Language. The faculty collectively decided to write to the district advocating not to incorporate basal books but to use library and trade books. They pointed out that in basal reading 70-80% of the time was used doing worksheets and focusing on isolated skills instead of reading.

The greatest expense of the program is the cost of the books. Every classroom should have a collection of books such as fiction, nonfiction, wordless picture books, poetry, biography, newspapers and magazines.

ASSESSMENT

Since the standardized tests are based on isolated skills, there have been conflicting results. The Western Hills Elementary uses anecdotal records to assess writing and reading. Files are kept on students' writing that provide spot checks for isolated skills like punctuation and spelling. These anecdotal records can be used to focus on the strengths and weaknesses of each student, useful information in order to give individualized instruction for the problem area. Looking at the progression in the anecdotal records, teachers say that students are improving tremendously in their writing. Second graders at the beginning of the year could not write a paragraph. They just wrote sentence after sentence and few punctuation marks were used. By the end of the year, record files showed that most of these students could write a paragraph with a main idea using correct punctuation.

WRITE INTO READING

An elementary school teacher has modified process writing as a way to teach reading and has piloted the program successfully with her own first grade class. This program utilizes process writing, reading aloud, cooperative learning, "inventive spelling," computers and a writer-in-residence.

Contact: Anne Riley

Address: Fair Park Elementary
606 N. Harrison
Little Rock, AR 72205

Phone: (501) 666-0359

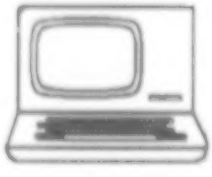
Target Audience: Students in first grade.

NEEDS

The Write into Reading program fulfills the need for:

- Teaching students the fundamentals of reading and writing in a fun, low-pressure environment.
- Encouraging group participation and cooperation.
- Instruction in the writing process with a highly visible result.
- Teaching students to explore their own creativity.

DESCRIPTION



Fair Park Elementary, an inner city school in the Little Rock School District, has approximately 300 students and a 40 percent minority student population.

This teacher has been using the "Write into Reading" program for three years. Each year a class of approximately 24 first graders spend the entire school year focusing on process writing.

From the start of the year, students are encouraged to write often at their own pace. Students choose their own topics each morning, some of which have been quite challenging, such as "grief" and

"happiness." Occasionally, the teacher will assign a topic.

The program places an emphasis on the process of writing. The philosophy holds that valuable experience in handling language comes out of the draft process.

Students are taught to use "inventive spelling" when writing — process in which students write words somewhat phonetically, using whatever vowels and consonants they hear. For example, if a student wishes to write the word "rabbit," he or she would write whatever sounds they hear which may only be "rab" or "rabt."

Through inventive spelling, students can learn writing in the same way they learned speaking — using their own words until they gradually learn the standard terms. In this way, students do not get "turned off" to writing because of the emphasis on correct spelling and punctuation, which may at the time be too complex for them to handle.

When writing on a topic, program students first draw a mental picture of their work and then write a first draft. Next, students break into small groups and share their drafts with one another for an audience response. If the students choose to do so, they can revise the draft.

Once the draft is completed, students can proofread with a class buddy. This step is optional and involves reading the draft aloud and listening for mistakes such as where periods go. If students need to make corrections, they use a special, soft Pen-tel eraser that is kept on the teacher's desk.

After students have gone through all the steps in writing their paper, they have the opportunity to get it "published". To do this, a teacher or school secretary types up the student's paper, correcting punctuation and changing it into standard spelling. Then it is stamped with a special class "Riley's Writers" logo and hung outside the classroom. A student may also take his published work to his former Kindergarten teacher and ask to have it read to the class.

Students also read aloud often and are read to by the teacher. Other activities include clapping out syllables and using the computer program "The Talking Text Writer" in which the students type a word on the screen and the computer says it back to them. The class also uses a basal reader and makes frequent trips to the school library.

A graduate student in writing curriculum from the University of Arkansas at Little Rock also serves as a writer-in-residence each day to help the teacher conduct classroom activities.

IMPLEMENTATION

Anne Riley began using this program three years ago and received a $26,000 Christa McAuliffe Grant from the U.S. Department of Education for the 1988-89 school year. The grant money has covered the cost of three computers, "The Talking Text Writer" program, the salary of the writer-in-residence and additional language kits and books for the classroom.

Because of the nature of the program, teachers who adopt Write into Reading in their own classroom will have to sacrifice silence, order and rigid control. However, the program is flexible enough to be adapted to different teaching styles.

Two books recommended to further explain the writing process in elementary school stu-

dents are *What Did I Write*? by Marie Clay and *The Craft of Children's Writing* by Judith Newman.

ASSESSMENT

The Write into Reading program makes learning to read and write much easier for K-1 students. This program stimulates both the gifted and the high risk student.

Students learn to enjoy reading. Teachers have noticed that first graders check out more library books since the program was implemented. Because students write on several different topics, they now read books on a wider variety of topics.

Moreover, students enjoy the opportunity to express themselves. Some first graders in this program have already progressed to writing whole chapters.

Students also learn cooperation and a sense of independence. Through the ongoing group activities the program allows accelerated students to work with slow learners as well as other accelerated students. Furthermore, students have to assume responsibility in completing their own tasks and learn to please themselves rather than their teacher.

Because of the continuous writing, reading aloud and the frequent interaction between teacher and student, teachers receive more feedback through this program on determining the areas in which each child needs assistance.

Parents are also pleased with the program. One mother said about her daughter reading at home, "She just can't get enough!"

YOUTH EDUCATIONAL SUCCESS PROGRAM
ST. TAMMANY PARENT VOLUNTEER PROGRAM
ST. TAMMANY EDUCATIONAL EXCELLENCE PROCESS

St. Tammany Junior High, Boyet Junior High, and Mandeville Junior High have started the Youth Educational Success Program (YES), the St. Tammany Parent Volunteer program and St. Tammany Educational Excellence Process (STEEP). YES program is a self-contained class with a 15:1 ratio for youths who require remediation of basic skills and enhancement of self-concept. The Parent Volunteer program offers in-service workshops, consultants, and materials to assist parents in developing knowledge and skills that help them share in the instructional progress of their children. STEEP builds a quality instructional program through achievement of the Criteria of Excellence set by the state, which are a set of 17 standards by which a school staff may assess its instructional program. Schools that work through the process and achieve the 17 standards through an evaluation are classified as Louisiana's Criteria of Excellence Model School.

Contacts: Dana MgGhee, Principal
Bonnie Johnson, Teacher
Dr. Maria Guilott, Supervisor of Instruction

Address: St. Tammany Parish School Board
P. O. Box 940
Covington, LA 70434

Phone: (504) 892-2276

Target Audience: At-risk students in seventh and eighth grades.

NEEDS

These programs fulfill the need to:

- Provide students remediation of basic skills in reading and writing;

- Teach students to think positively about themselves;
- Build a total instructional program to improve student achievement in all academic areas;
- Develop communication lines among teachers, students, and parents.

DESCRIPTION

Youth Educational Success Program

The St. Tammany Parish Schools started the YES program to deal with the problems of a high dropout rate. The program began in 1987 to address the problems of students who performed poorly in the regular program. Students are chosen on six criteria:

1. The student has to score at or below the 35th percentile on a norm-referenced reading subtest.
2. The student has to receive academic failing grades.
3. The student is unable to complete an assignment independently.
4. The student is older than the students of the same grade level.
5. The student has a poor attendance record.
6. The student has had prior interventions that did not work.

Students meeting four of the six criteria with a teacher's recommendation and student and parental agreement are selected to participate.

Each of the three schools in the program has two classes composed of 15 students. These junior high schools are not departmentalized; classes are self-contained. The class devotes class time to communication skills in reading, writing, speaking/listening, mathematical, and study skills. Since each class is self-contained, there is never any pressure for teacher or student to finish any lesson in a given amount of time. For example, the students may work on a problem until everyone understands it. The teacher then can opt to spend more time the next day on the subject that the class did not cover. Both the student and the teacher are at ease, knowing that they will not be disturbed by a bell. The instruction is focused on reading and writing. The reading part of the instruction uses basal readers. Along with these books, the students do pre-writing exercises and at the end, edit each others' papers. Students also draw pictures to illustrate their favorite scene in a book. As a motivational strategy, the teacher has a 9x12 carpet where the students are allowed free reading periods.

To deal with the negative attributes of the students, teachers put up an affirmation daily like, "I choose to be here," "Never let a problem be an excuse," "I love myself," etc. Parental involvement is essential to solving the conflicts at home, so that students will have a positive environment in which to learn. To increase the communication with the parents, teachers arrange several meetings and conferences to discuss students' progress. They may also initiate or suggest some parenting skills if necessary. The goal of this two-year program is to prepare students for high school and, ultimately, for graduation.

Parent Volunteer Program

The Parent Volunteer program promotes awareness of the importance of the parents' role in education. The program aids parents in

developing the proper skills and techniques to assist in the education of their youth. The program offers workshops that instruct parents on techniques for helping students to improve comprehension, study skills, and recreational reading habits; to get the most from television and newspapers; to create an understanding of the importance of education; and to develop good summer reading activities.

St. Tammany Educational Excellence Process

STEEP insures effective planning, development and management of a quality instructional program. The entire school staff must be involved to determine strategies for improvement. The program building process is based on seventeen criteria:

1. The total school program emphasizes that communication skills and their integration are basic to all school learning;

2. Each student is taught at the appropriate level of difficulty with accommodations made for student differences;

3. Four reading strands are evident in the school-wide instructional program: developmental, corrective/remedial, functional, and recreational;

4. Teachers are committed to learning and are constantly aware of individual student needs and problems to Ensure the progress of each student through a continuum of skills;

5. Content teachers are knowledgeable about and involved in teaching concepts and skills using strategies appropriate to their particular content areas;

6. The entire staff fosters students' growth in reading interests, in reading for enjoyment, and in literary appreciation;

7. The reading program has a comprehensive system for ongoing evaluation and management that allows the student to progress through a continuum of skills at his/her own rate of learning;

8. The school librarian is involved in and committed to achieving the goals and objectives of the school's instructional program;

9. The principal as the instructional leader is committed to achieving the goals and objectives of the school's instructional program;

10. The school plan addresses the assessed needs of the school's instructional program;

11. School and central office staff are engaged in ongoing planning, inservice training, and follow-up for staff development, based on assessed needs of professionals and paraprofessionals;

12. Teachers participate in ongoing professional preparation and are committed to achieving the goals and objectives of the school's instructional program;

13. Coordination of the instructional program is arranged at both the system and school levels, and approaches, methods, and materials are mutually complementary, not contradictory;

14. A variety of material is available for instruction;

15. Parents are provided information that fully, accurately, and specifically documents student progress in order to promote home-school partnership in student learning;

16. There is a system for recruiting, training, and using volunteers in the school's instructional program;

17. There is a planned procedure for ongoing dissemination of information regarding the school's instructional program and for evidence of the use of community resources.

If any school in the state meets all the criteria, the school receives a Louisiana's Criteria of Excellence Model certificate.

IMPLEMENTATION

The YES program is a classroom-based pilot program first implemented at three junior high schools. Students are removed from the regular course/time requirements and follow the program of studies outlined in order to remediate in basic skills and vocational exploration. If a student fulfills four of the six eligibility requirements, the decision to place the student in the YES program is reached by the principal, the YES committee, and the parent. Then a conference is held with the parent and staff to decide if the student can benefit from the program. Staff development is a continual process to Ensure the success of the program. The staff and community's involvement make these programs effective. The faculty meet regularly to share new ideas and improvements. The parents also meet to disseminate all necessary information and announcements.

ASSESSMENT

The pilot year for the YES program was 1987-88. There were 37 students enrolled at three junior high sites. Of this total 31 students achieved an academic gain of 2.666 months or more. The resulting percentage of students who achieved this level was 83.8%. The target gain in the program was 50%. The achieved gain is thus one third better than anticipated. The pre-test scores for the students in the program showed a mean of 5.8. After a year in the program, the students' scores had increased to a mean of 7.9. No one in the YES program was retained in 1987-88. Students in the seventh grade equivalent progressed to the second year of YES and eighth grade students were promoted to high school once skill mastery had been demonstrated. For gains in interpersonal social skills, such as being able to work in groups and developing respect for self and others, 92% of the students showed an improvement based on teacher evaluation. Also, the attendance rates increased, and disciplinary referrals to the office decreased.

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